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P. 2

# ATHLETIC JOURNAL

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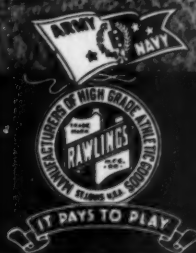
The T—Positions, Techniques  
And Defense  
Jeff Cravath

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Defense Against The T Formation  
G. W. Scott, Jr.

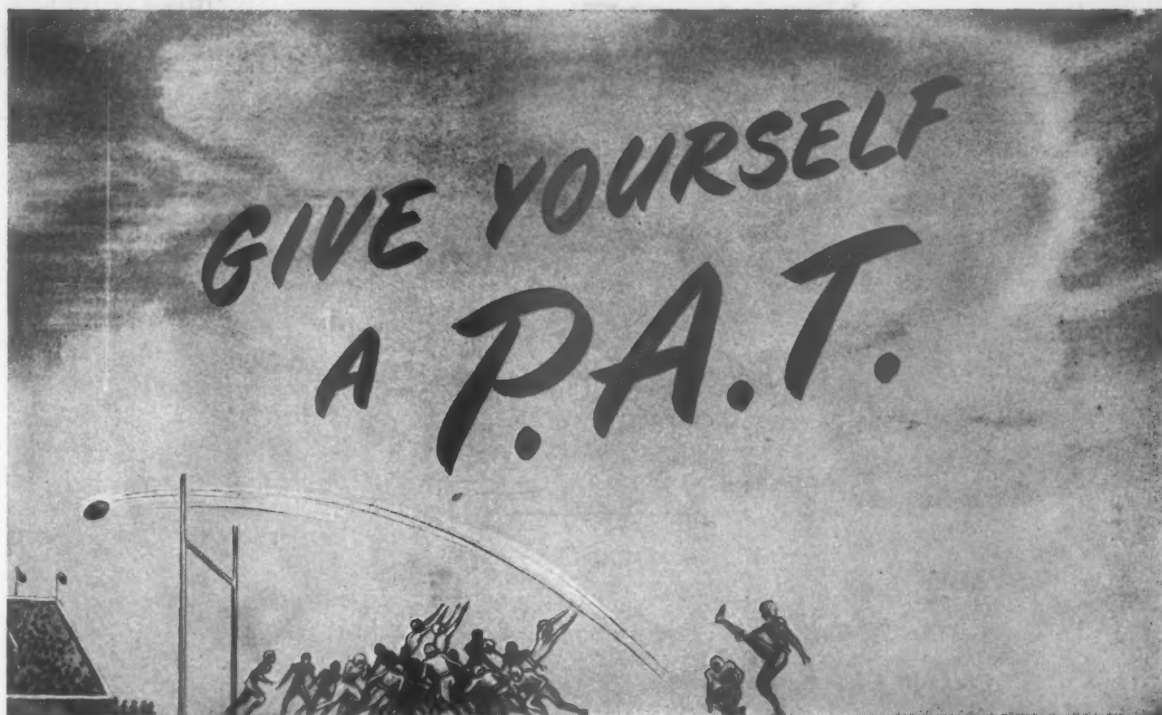
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# The ATHLETIC JOURNAL

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### FRONT COVER PICTURE

Bob Edmondston, University of California halfback, goes through St. Mary's College line to score against the Gaels. St. Mary's halfback, Herman Wedemeyer (11), tackles Edmondston, as California tackle, Frank Roberts (80), takes out Spike Cordeiro (7), Gael halfback. Coach Jimmy Phelan's lightweight, teen-aged Gaels came from behind to win 20-13, for their first victory over the Bears since 1939.

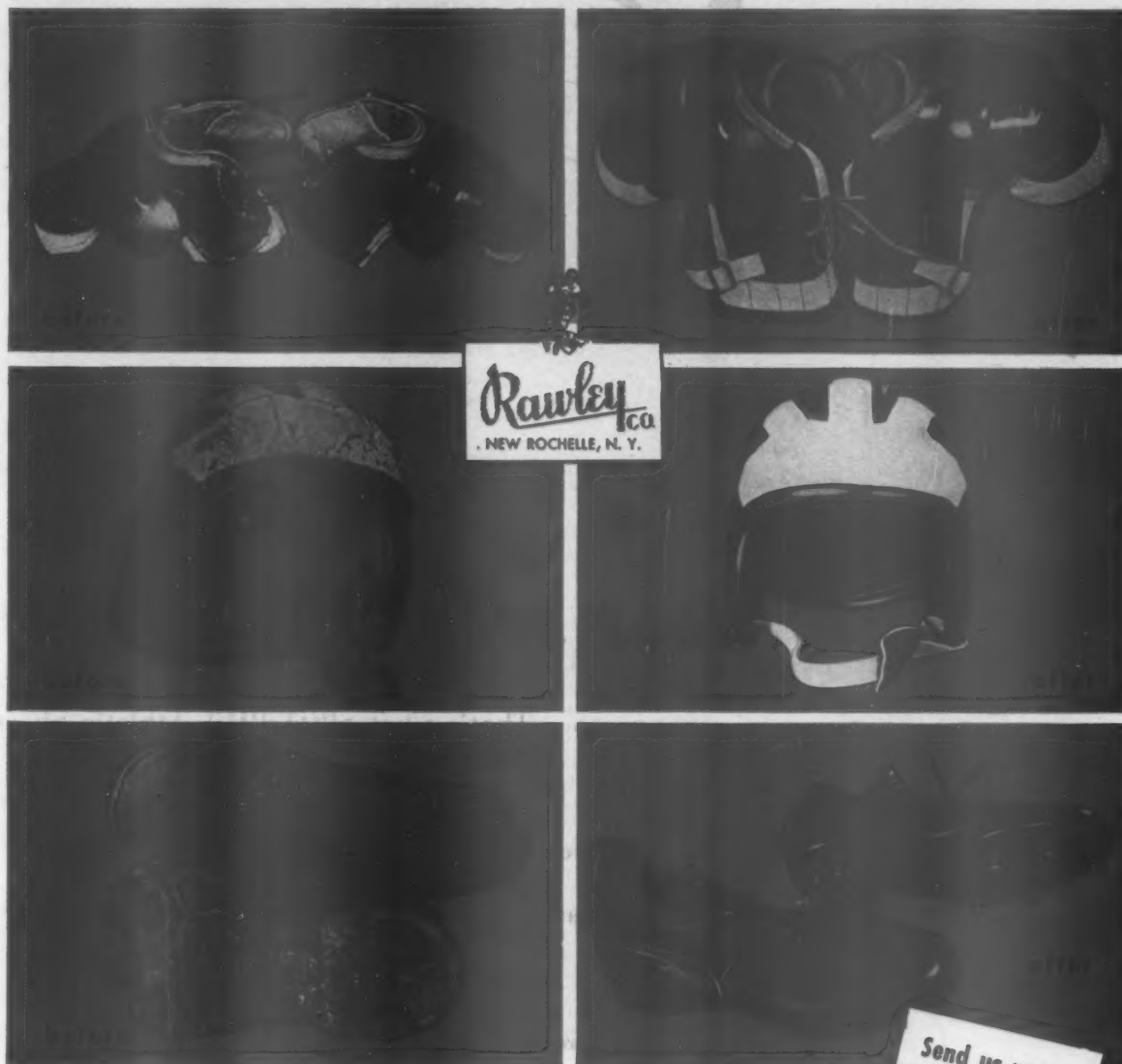
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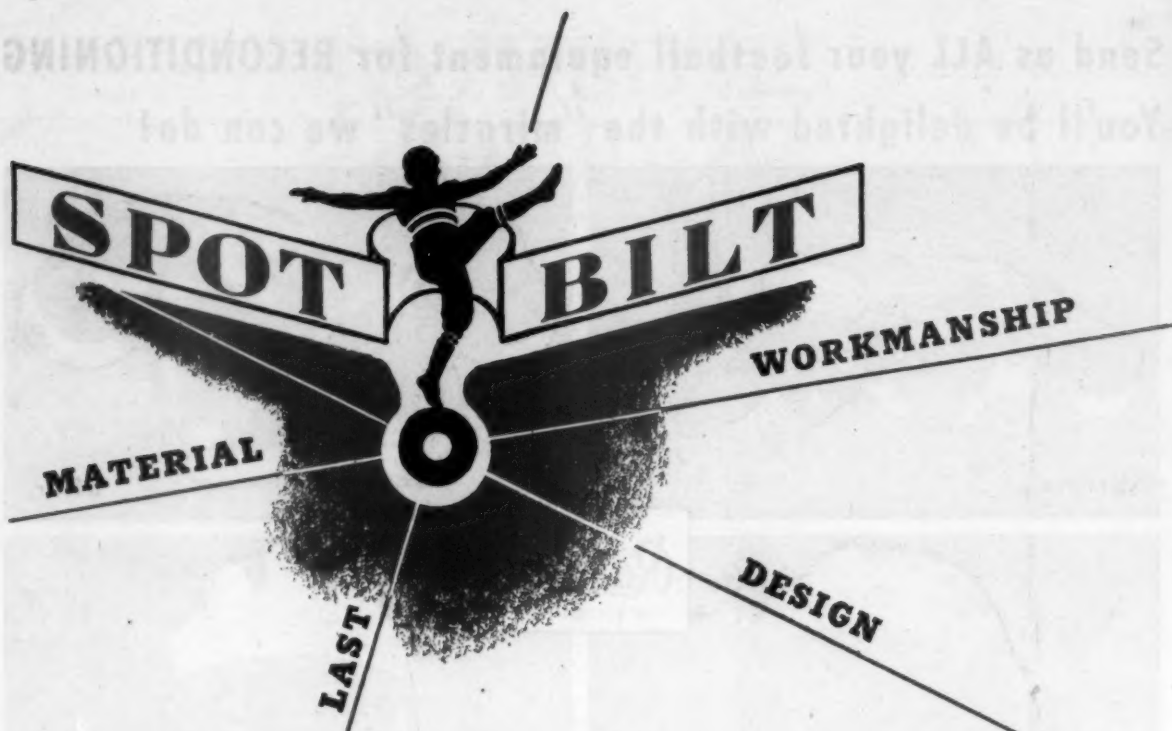
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## THE T — POSITIONS, TECHNIQUES AND DEFENSE

(The following article is based on excerpts from Volume VII of the Texas High School Football Coaches Association Textbook, compiled by Otis Coffey, High School Coach of Pampa, Texas, from lectures given at the Texas and Tulsa coaching schools sponsored by association. Newell J. "Jeff" Cravath, head football coach at USC, captained the Trojans in 1926, and he was All-Pacific Coast center for three years. He was assistant coach at USC for ten years, and also served as head coach at the University of San Francisco.)

*By Jeff Cravath*

Football Coach, University of Southern California

**T**HE center is the most important man on the team when the T formation is used. A new rule affecting his play provides that the forward point of the ball must be ahead of the center's head. This rule is most acceptable. It has a tendency to prevent foul tactics, practiced by certain centers who would slug or strike their opponents with their elbows before the ball is passed or just as the ball is passed.

To eliminate the possibility of a player using his arms and elbows illegally, as he passes the ball, he should be instructed to pass the ball back to the quarterback with both hands. Enforcing the new rule governing off-side by the center should do much toward eliminating slugging matches which went on during many of the games last season.

The stance of the center should be fairly wide and comfortable—one from which he can make a fast charge. He should keep his head up at all times. In passing the

ball to the quarterback, he should bring it up and back with both hands as fast as possible and as hard as he can.

The guard should take a stance with his inside foot back. In pulling out of the left side of the line, the guard merely has to pivot his left toe before crossing over with his right foot to run parallel down the line of scrimmage. In pulling out to the right, the left guard will have to move his right foot slightly backward and laterally before cross-stepping with his left and going down the line of scrimmage. Jimmie Phelan has his guard reach for grass on the ground with his right hand as he takes his initial step in pulling out to the left and vice versa. This little maneuver keeps the "pulling" guard down low.

The tackle should take a stance with his outside foot up. The left offensive tackle should take a stance with his left foot forward and his right arm down. If the tackle feels uncomfortable and has acquired another stance, I do not believe that

University of Southern California's left halfback Bob Morris makes valuable yardage, returning a punt 38 yards against the California Bears, before being downed by Bob Edmonston, Bear halfback.

it makes much difference if he changes this stance somewhat. The T formation does look a little neater, however, if the right tackle lines up in one manner, the left tackle in the same manner, etc.

The halfback should take an erect position with the feet not too wide and toes on a line parallel to the line of scrimmage. This position makes it possible for him to move laterally with ease and speed. However, it is not so conducive to speed ahead. The halfback's hands should be on his knees, with very little weight on his knees.

The fullback should be four and one-half yards from the ball. In practice, it is well to have lines drawn upon the field to indicate positions the backs are to assume in getting the correct locations from their own center and line. To get lateral spacing, I have my backs hold out their arms and space themselves so that the fingers of the fullback and halfback are eight inches apart. Of course, this spacing may vary slightly for different plays, but the general principle applies.

As to the depth of the halfbacks, they locate so their heels are the same distance back as the fullback's instep. Adjustment



Gene Rowland, University of California, Los Angeles, scores standing up for the first touchdown of the game with the University of Southern California. USC's Verl Liffywhite (18), and Walt McCormick (55), chase Rowland across the goal line. Coach Jeff Cravath's Trojans came back with two touchdowns to beat the Bruins, 13-6.

has to be made on certain plays and also for the speed of the backs. A slow back may have to be moved in closer to the line. On the other hand, a fast back may have to be moved back a slight distance. It is very important that the spacing of the backs be consistent for any particular play. Otherwise timing of the play will be ruined.

#### Techniques

On quick-opening plays, the halfback should receive the ball from the quarterback with his outside leg forward, or just as his outside leg comes forward. If the inside leg is back, as the ball is taken, there is less chance of fumbling. When he receives the ball, the halfback should have his inside forearm on top of the outside forearm and both parallel to the ground. The arms should be separated enough to allow the ball to be placed in his stomach by the quarterback. He should then clamp the ball with both hands. The halfback should keep his head up and look straight ahead as he takes the ball.

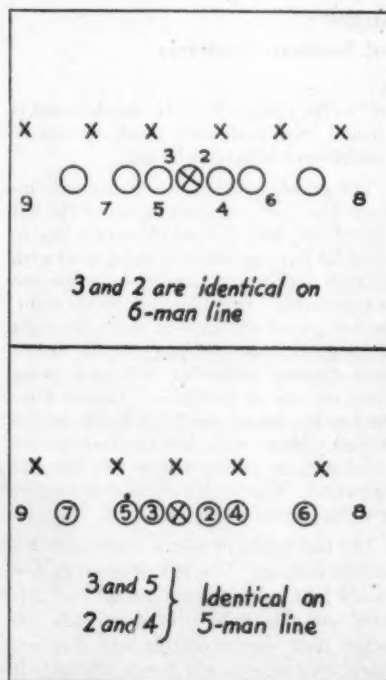
The quarterback should take an upright stance very close to the center, with one foot slightly advanced. It is immaterial which foot is advanced. I prefer that the quarterback take the ball with the passing hand underneath the ball. He should be reaching continually and feeling for the ball with his right hand, as he anticipates the snap. His left hand should be pressed against the center's crotch, well forward, with his fingers well spread. A firm finger grip is used when contact is made by the left hand. The hands of the quarterback should follow the center until he has possession of the ball.

The technique of having the passing hand underneath, to receive the ball from center, aids the quarterback in retrieving

the ball when it is muffed or fumbled. We use a hand lotion on the quarterback's hands so that he has a better sense of touch for the ball. Its use has also proved beneficial to our ends and other pass receivers.

The offensive line should be balanced with the guards playing eight inches from the center, the tackles eighteen inches from their guards, and the ends eighteen inches to two yards from their tackles. This arrangement might vary for certain plays.

Since the quarterback never knows the



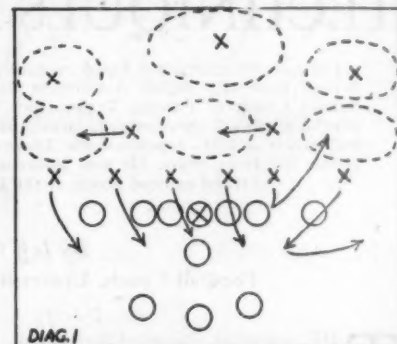
type of defensive the opponents will be in when his team lines up for the play, it is advantageous to number offensive holes instead of defensive holes. Accompanying diagrams illustrate the method we use to number offensive holes for designating plays.

#### Defense

No one defense can be used successfully against the T formation. And the biggest fault that linemen and line backers make is to watch faking by the offensive backs. If these defensive men could be blindfolded for seven-tenths of a second immediately after the ball is passed, they would play a better game.

The entire staff of coaches at the University of Southern California was schooled under Howard Jones. Coach Jones' theory concerning defensive strategy was that one defense learned well is better than three. After mastering one defense for a particular opponent, his team would stay in that defense for sixty minutes.

This plan seemed to work very well at the time. We have found, however, in this day and time that a smart team will tear one defense to pieces. In fact, we have found it necessary to use several defenses in every game we play. We have lost faith in the use of the straight six-man line defense, and we feel that it is unfair for our



players to have to depend on it alone. Diagram 1 illustrates a six-two-two-one defense against a T formation.

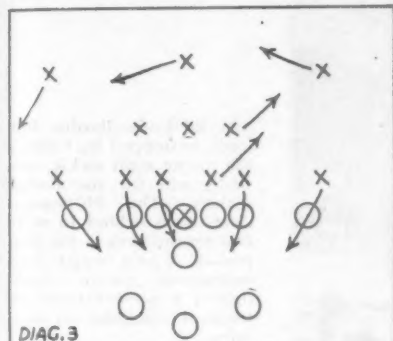
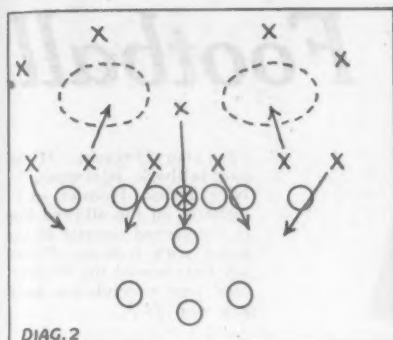
I have found that, of all the material which comes to us from preparatory and high schools, the ends are the boys who are the poorest at playing their positions. A common fault is for them to play too far removed from their defensive tackles. Then they do not know how to go in and meet the interference.

The defensive end should step with his inside foot to a spot behind the right offensive end. From this spot, the end should widen, or go on, according to the development. If he is to go on into the opponent's backfield, he must meet the blockers with his inside foot up. If used alone, I have found this defense inadequate to cope with a good passing attack.

One of the best six-man line defenses which I have used against the T formation is an innovation of a six-three-two defense.



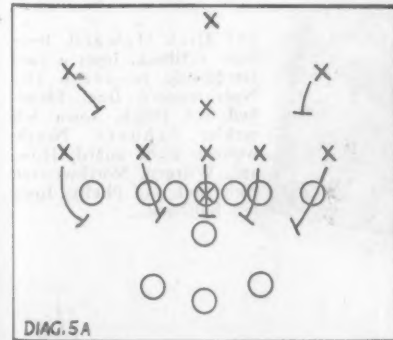
Diagram 2 shows a defense in which I have a great deal of confidence. Diagram 3 illustrates a six-two-one defense employing angle-charging and a rotating backfield.



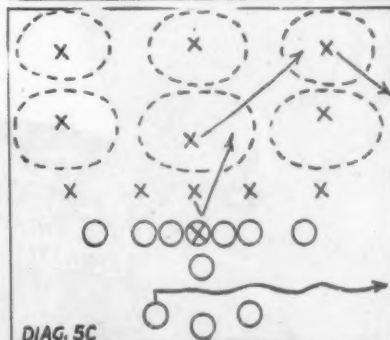
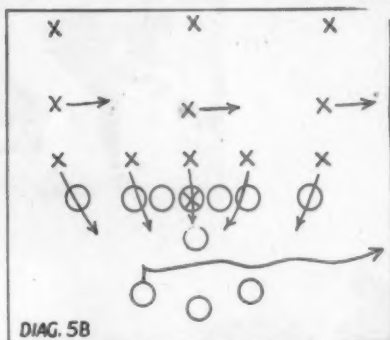
The only weakness of the six-three-two defense against the T formation is on pass defense. Diagram 4 illustrates a variation



of the regular defense used to stop a passing attack. If the opposing team does not



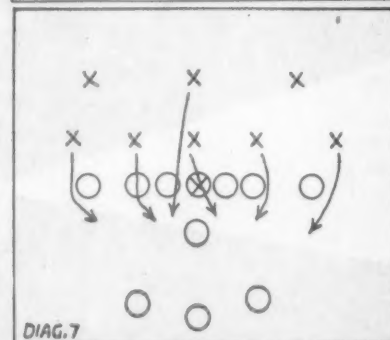
USC defeated the California Bears 13-2. On this play, however, two Bears "ganged up" to stop Trojan Stub Harvey on the line of play. Coming up on the play is another Bear player, Howard Peterson (28).



like to pass, I like to use a V-man defense against it, as illustrated by Diagrams 5A, 5B and 5C.

Diagram 6 illustrates a good fundamental defense to use as a basic, from which shifts may be made into other defenses.

The center linemen, Numbers 1, 2 and 3, should not watch the maneuvers of the offensive backfield, nor should they chase the ball. If one defensive man can whip one offensive man, which he should be able to do, the best position for the defensive man is in front of the offensive men, or



head on to them as in Diagram 6.

Diagrams 7, 8 and 9 illustrate angle-charging of linemen when the five-man defense is used.

It is a mistake to try rushing the linemen when defending against the T formation. On passing downs, such as third and ten, or third and eight, a coach might send all six men in. It is better to rush but three men and to protect the center of the defensive line by drifting or floating. I do

(Continued on page 55)

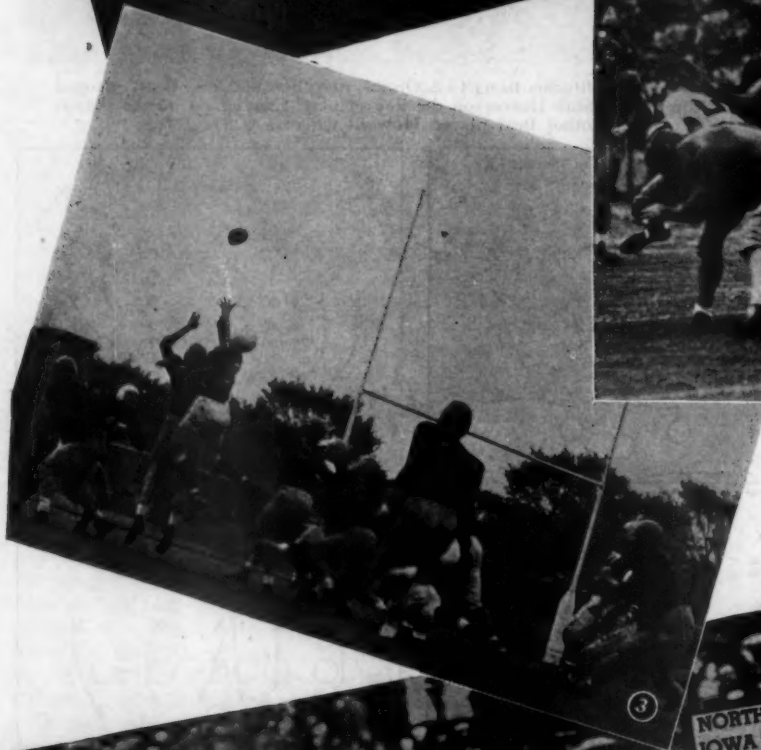
# College Football



(1) Dan Dworsky, Michigan fullback, is stopped by Nick Sebek, Hoosier quarterback, on the 40-yard line in the second quarter of the game with Indiana. Dworsky later scored the Wolverines' lone touchdown. Indiana won 13-7.



(2) Ed Cody, Purdue fullback, is stopped by Castans, Marquette right tackle, in a 14-13 win for the Boilermakers. The Hilltoppers came from behind to score two touchdowns in the final period. Long runs and touchdown passes highlighted a game marked by frequent fumbling on both sides.



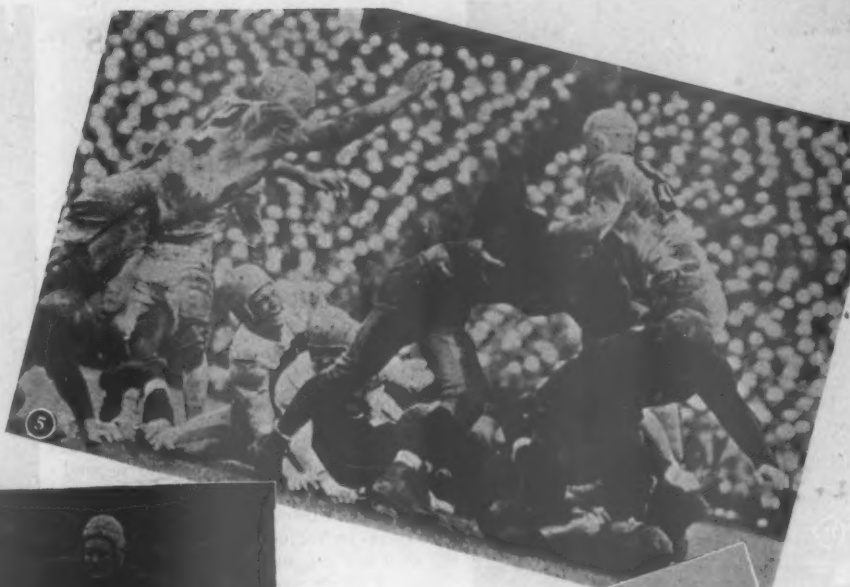
(3) Serpico, right tackle for Illinois, and Chuffi, left tackle for Pittsburgh, go high in the air in an effort to obtain the ball, after Skladany left end for the Panthers saw the Illini block his punt and score two points when Ranii, Pittsburgh right guard, fell on ball behind his goal line. The Illini won 23-6.



(4) Dick Howard, Iowa State fullback, loses a yard attempting to crash the Northwestern line. Identified are Pusch, Iowa left tackle; Schuetz, Northwestern right guard; Howard; Wiltgen, Northwestern right end, and Phelps, Iowa left halfback.

# In Action

(5) Charles Chaney, Wisconsin right halfback, is stopped by Fred Nadherny, Great Lakes Naval Training Center fullback, after the Badger back made five yards through the Blue-jackets' line. Under the handicap of a muddy field, teams played to a scoreless tie.



(6) Heiss, Illinois left end, is tackled by Ralko, Pittsburgh halfback, after Illinois gains twenty yards on a pass from Butkovitch, Illini quarterback, to Heiss. Illinois, in wining 23-6, made eight of its ten first downs by rushing while the Panthers made seven of nine first downs by passing.



(7) George Taliaferro, Indiana's left halfback, gets through the Michigan line during the first quarter of the game which went to Hoosiers 13 to 7 on passes. Taliaferro gained 95 yards on twenty attempts, and accounted for his share of Indiana's seven completed passes on fifteen tries.



(8) Gene Phelps, Iowa State left halfback, is downed by Hansen, Northwestern right tackle, after Phelps intercepted a Wildcat pass for a twenty-yard gain in the second quarter. The game ended 18-6 in favor of the Wildcats.



(Continued on page 42)

for OCTOBER, 1945



# Fundamentals of Basketball

By John D. Lawther  
Basketball Coach, Penn. State College

(Continued from September)

## Shooting

Suitable shooting styles depend upon (1) what are most adaptable to the individual, and (2) the type of offense used. Preferably, shooting style should depend only on the first aspect because offenses should be formed around the boys' most successful techniques. It seems a safe rule to let a boy use, in the game, any style of shooting which has proved effective in the previous scrimmages. Percentage made over the many nights of scrimmage should be the criterion.

It is advisable to be able to shoot from one's favorite passing positions. The chest pass has been recommended widely because of its close similarity to the chest shot in the preliminary position. The passing position with the ball behind the ear is admirable for shooting. Many boys pass or shoot with the ball starting from a position above their head. This position has particular advantages around the boards. Moreover, it is difficult to defend against.

Underhand wrist-flip shooting was frequent in the Madison Square Garden collegiate tournaments last spring. An occasional post-man has developed the skill of flipping the ball to a team mate or into the basket with movements that vary only in their last instant wrist and finger-tip control.

One phase of shooting that has become more and more common is the delayed shot made after a jump. The moment of delay seems to upset the defensive player's timing, and seems to benefit the offensive player's timing. With the rest of the body relaxed in a falling stage, the forearm, wrist, and finger movements seem

Illustration 11. A one-handed underhand shot that is used successfully to shoot under the arms of the defensive guard.

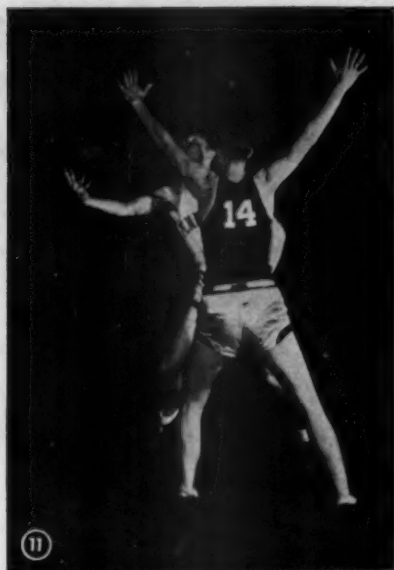
Illustration 12. Another example of the one-handed underhand shot.

Illustration 13. The underhand hook shot by the post-man back over his own head. This shot is being taken about nine feet out from the basket. Note the ball at the top of the picture.

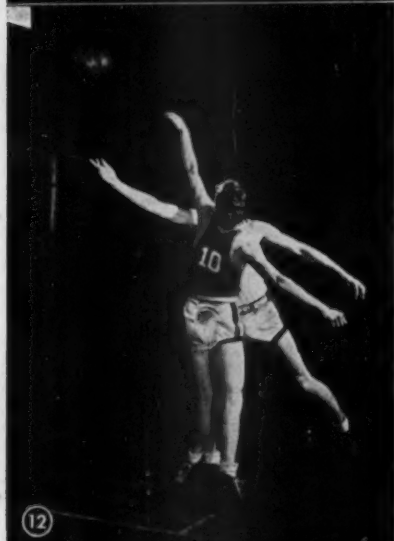
Illustration 14. A one-handed jump shot off a wide dribble. The defensive man has fallen back too deep, expecting the dribbler to drive closer to the basket.

Illustration 15. A common starting position of the overhead shot. Player 11 uses this shot at a twelve- to eighteen-foot range.

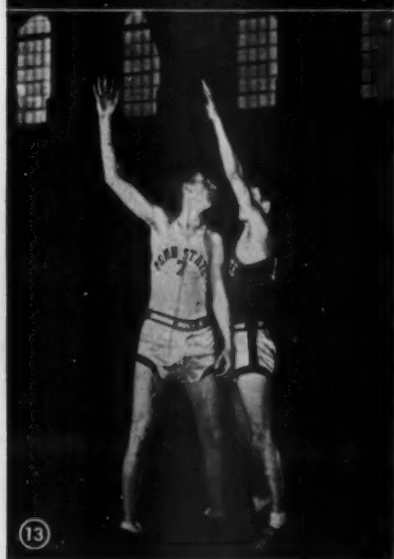
Illustration 16. Start of the tap-in shot.



11



12



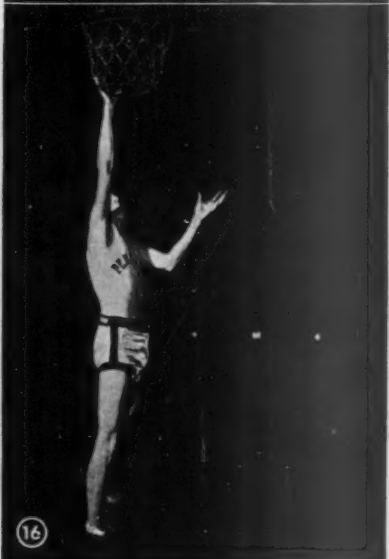
13



14



15



16





Illustration 17. Completion of the tap-in shot.

to possess a looseness and delicacy of touch not attainable while one is experiencing the tenseness and jar of the running stride. The disadvantage of this type of shot lies in the inability of the shooter to recover as rapidly for rebounding. The average offensive man recovers so few of his own missed shots that the disadvantage is less than it seems. The stationary man trying an underhand shot back over his own body gets the same relaxed effect. His feet are both on the floor and his arm and leg joints "unlocked." Illustration 13 shows this shot. The old fashioned lay-up shot was taught by some coaches in such a manner as to get the relaxed effect. The last instant wrist-and-finger push was made not continuous with, but *after* the

**J**ohn D. Lawther is probably best known for his long-time adherence to the "sliding zone" defense. While the veteran coach insists he employs the system mainly to overcome his lack of talent at Penn State, his record shows that his teams have enjoyed unusual success under this system. Over the years his teams have won two of every three games played. Mr. Lawther went to Penn State in 1936, from Westminster College, where his teams attracted national attention. His Penn State teams have won 117 and lost 56, giving him an all-time record of 283 wins and 91 losses. He was an all-around athlete at Westminster, and taught and coached at Hubbard, O., New Wilmington, Pa., and Freeport, L. I., before returning to his alma mater. At Penn State he serves on the physical education staff, in addition to his coaching duties.



Illustration 18. Finish of a one-handed shot at eighteen-feet range. The ball has just left the hand. Note that the left hand supported the ball until the push started.

upward surge ended. The delayed shot is made as the body starts to fall.

A few principles of shooting that are commonly taught follow:

1. One should develop ambidexterity if possible; otherwise, develop a suitable two-handed shot for use on the side of the less efficient hand.
2. One should use a medium arch. Both the low arch and the high arch require a finer degree of accuracy.
3. Daily practice is essential to preserve an adequate level of accuracy even after it is attained. Accuracy deteriorates rapidly.
4. English may be experimented with in practice, then utilized as deemed successful. Exaggerated degrees of spin should be avoided. The area where spin seems an advantage in shooting is that area immediately under the basket or backboard.

#### Teaching Fundamentals

Skill in fundamentals is so basic to success that it becomes the first major teaching problem. The coach can not make beginners into experts in all fundamentals. He does not have time. He must select the particular phases of the fundamentals which fit his offensive plans, and he must teach them as soon as possible.

If he uses a fast break, he will need to teach a rebounding style which permits an immediate long pass down court. Other possibilities following the rebound are a short pass to a forward, followed by the longer pass down court; the tap-out pass to the forward, followed by the second pass



Illustration 19. This is the same shot as Illustration 18 but the movement-pattern is at a slightly later stage.

down court, or the pivot and fast dribble down court by the player rebounding.

The short pass to the forward is a little slower way of getting the fast break under way, though very valuable as a second choice if the long pass is risky. Except on a missed free-throw try, the tap-out of a rebound is likely to be hard to place accurately to a specific man.

The pivot and fast dribble by the rebounder down the center of the court require development of a very skilled rebounder and dribbler. Even so, with this rebounder dribbling, the four-on-three situation is more likely to ensue than the three-on-two. The scoring area will be

(Continued on page 48)

# POST-WAR ATHLETICS

By Harry Carlson

Director of Athletics, University of Colorado

**T**O UNDERSTAND the status of intercollegiate athletics and to set a wise course for the future, it is necessary to have some knowledge of their history. When we observe their shortcomings, it is important to recall that intercollegiate athletics are only about 80 years of age and that they are a part of the American college, which is about 300 years old.

Inter-school sports were initiated by students. They were played first without faculty approval. They were not dignified by institutional sanction. This was the era of the free gate and strict amateurism. It was only when some prospective graduate manager conceived the idea of charging admission that many of our present difficulties began. In a rather short time many colleges acquired expensive athletic buildings, expecting to pay for them from anticipated gate receipts.

Unlike the ancient Greeks, who placed their stadia within the shadows of their temples of worship, we have erected ours within the shadows of our libraries. This is very significant because it indicates that we consider intercollegiate athletics to be a part of the educational process. The best thing that we can do to make certain that college athletics travel in the right direction is to see that they are a legitimate part of the school program. Now, let's scrutinize the character of this interesting newcomer to the academic scene.

## Gambling Influences

So far, I believe that professional gamblers have had very little influence on the outcome of intercollegiate contests. In my opinion the college athlete's loyalty to his school, to the athletic code, and to his team mates constitutes a potent immunity against selling out.

Although we must remain on guard against professional gambling influences, I consider amateur betting to be a greater menace. Thousands of bets are placed upon every important intercollegiate contest. Reasonably, one can't quarrel with this personal privilege as long as the bet-

ting is confined to the participating parties. Often, however, it results in unfair criticism of the losing team and its coaching staff. This leads to desperate efforts to build better teams and educational integrity is sacrificed in order to win a school boy game.

## Subsidization

The American competitive spirit is a great tradition. When exercised too zealously in college athletics it has its awkward aspects. In our desire to beat the other fellow, we often cast aside educational ideals and get down to what we like to call practical methods. So, in one way or another, we proceed to buy what we hope will be a winning team.

Well-meaning advocates of winning teams at any price should consider the school boy who plays the game. He deserves some special consideration, but not to the extent that the educational program becomes burlesqued. The student who participates in varsity athletics should be advised insofar as possible, to finance his schooling from vacation earnings and from home sources.

If these sources are not adequate, he should be aided in getting a part-time job while in school where his contributions in work are equal to values received. He should be encouraged to be an able student; to qualify for a scholarship on a mental basis. This type of policy squares with the aims of higher education; it protects the school boy athlete from accepting false gifts, gifts which have an insidious way of making some believe that society will forever provide for them simply be-

cause they happen to have inherited strong bodies.

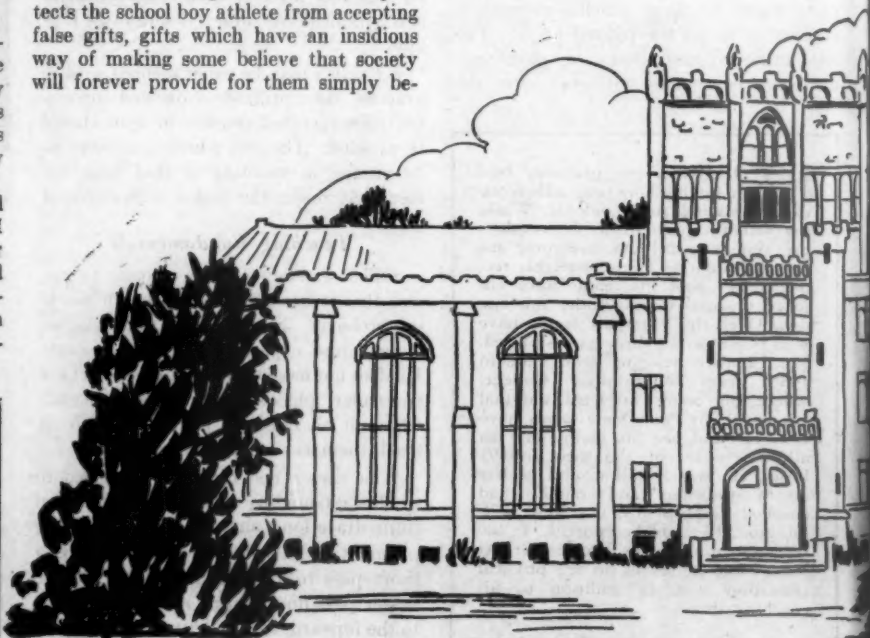
Intercollegiate athletic conferences are a natural development from the old days of athletic isolationism. Gradually schools learned that it was better to work together in facing complex problems of college athletics. Consequently, many conferences were formed on the premise that member schools had similar educational objectives, comparable male enrollments and were located in the same geographical locality.

## The Conference Idea

Like other organizations, conferences found it helpful to have rules intended to preserve the whole, yet providing maximum freedom of action for the individual school. This rule-making has been a give-and-take proposition. While practices within different conferences vary, there has been a steady trend in the direction of agreement with regard to such fundamental rules as eligibility, legitimate aid to athletes, schedule limitations and practice hour limitations. In general, conferences have searched for rules which would be fair to the participating school boy and to his institution.

Again, experience proved that it is helpful to have some agency for rule facilitation.

**H**ARRY CARLSON has been athletic director at the University of Colorado for the past eighteen years. Mr. Carlson, in submitting his opinions on the objectives of post-war intercollegiate athletics, said: "I consider *The Athletic Journal* to be the best medium through which sound practices in intercollegiate athletics are crystallized."



tion. Consequently, faculty committees and commissioners were appointed. Their function has been to preserve the wisdom of the group as indicated by majority conference vote. A wise commissioner or faculty committee consults authorities of a given school whenever rule infractions are reported, with the idea of getting all of the facts and with the purpose of preserving conference solidarity. A rather recent development has been the formation of a national commissioner organization.

At present there are almost as many forms of intercollegiate athletic administration as there are colleges. The most meaningless, and not uncommon, type is an institution which pretends to have faculty control but, in reality, has organizations which raise funds to pay athletes, and have equal and often a greater say. Rather than place the chief blame for misguided administration on out-of-school influences, I am of the opinion that college faculties are fully as much at fault.

During its brief life the intercollegiate program has been a stepchild of education and an intruder within the halo of academic sanctity. Too many professors have been wary of this bad boy. Some consider him illegitimate and maintain a dignified aloofness. Perhaps he is incorrigible. However, we have this juvenile delinquent on virtually every college campus. In general, faculties have recognized him formally, but they have not contributed much to his moral training.

It is important to keep in mind that intercollegiate athletics are only a part of the health, physical education and athletic

programs of the nation's colleges. Broadly, the aims are to reach every student, to train capable leaders in this vital field and to set a good example for society. There is room for much improvement. One significant result of World War II has been the re-examination of the nation's health and physical fitness. The most reliable summary available on this subject was reported by a Selective Service official. He said:

"By January, 1944, Selective Service had examined 13,000,000 men, of which about 4,000,000 were rejected. In developing a military force it became evident that two programs were necessary. First, the service had to lower its physical and mental standards drastically and initiate medical and physical training procedures for inducted men. Secondly, civilian agencies such as schools, labor and industry, had to provide physical fitness programs for young men facing pending service induction.

"Not only did defects, deficiencies, disabilities, disorders, and diseases abound, but, in addition, many of the registrants were found to be pampered, soft, flabby, and in need of conditioning. . . . The present situation is the result of indifference and apathy on the part of government, states, municipalities, parents, teachers, churches, the medical and dental professions, the U. S. Public Health Service, and, to a certain extent, of youth itself. . . . The failure is a combined one; youth is the victim."

Post-war society is in special need for wholesome emotional outlets. We should be concerned deeply lest the flagpole sitter, jitterbug, walkathon champion, swallower of live gold fish, zoot-suiter, sex pervert,

speed-crazy automobilist, together with cheap movies, pulp publications, gamblers, and liquor addicts, set the pattern for youth. These are the leisure-time activities which afford youth emotional outlets and a chance for exhibitionism.

Solidly opposing these perversions are the broad physical education programs fostered by schools and communities. Despite much malpractice, our highly specialized competitive sports serve important functions. Through team membership, they give hundreds of thousands of our best biological specimens, mostly reckless youngsters, a sense of belonging to society when they represent a school, a town or a community. Sports emphasize excellence, an important factor in the physical and mental fields. They serve, also, as a stimulus for the dabbler to improve his game, and they afford millions of spectators a chance to witness discipline in action.

### Functions of Athletics

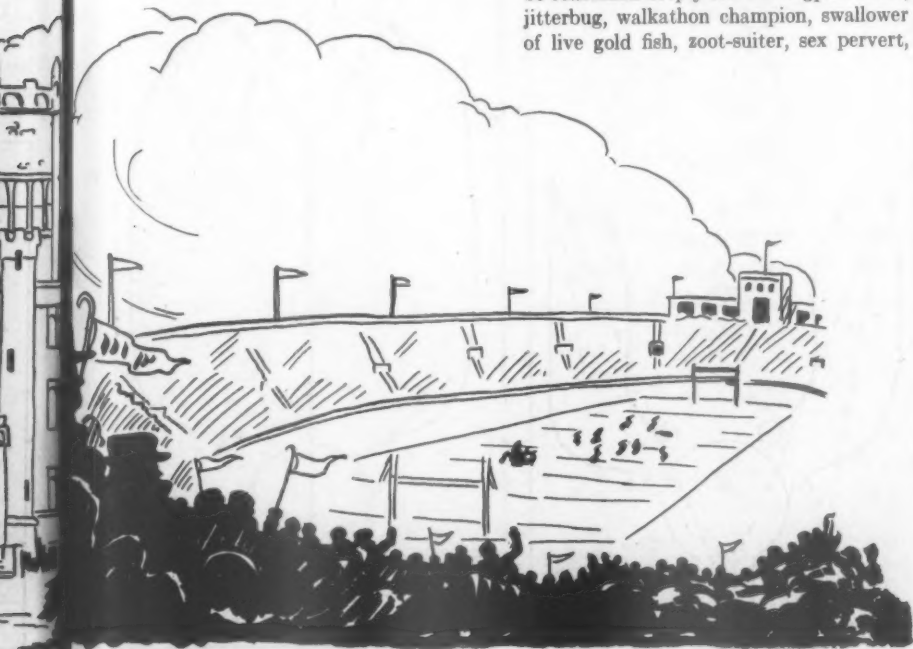
Intercollegiate athletics represent the top of a pyramid. The base consists of personal participation by all. In my opinion the base is of utmost importance, but when administered intelligently, the top of the pyramid has a sound over-all influence.

Some years ago President Doherty of Carnegie Tech made this statement:

"I have been an engineer for years and my job has been settling problems, but I have never had a problem so difficult to solve, one with so many ramifications and so confused by emotional currents, as intercollegiate football."

President Doherty might well have substituted all athletics for football. Increased public interest in basketball and other intercollegiate games has complicated the picture still further. The situation calls for cool, experienced leadership. It is true that, during their short existence, intercollegiate athletics have made significant contributions to society. Tremendous progress has been made since the first group of college students challenged those from another college to a game of football.

We should not be complacent, however, because we know many things have been left undone; that other things might have been done better. In looking forward, we will be wise to renew our determination to respect truth, to exercise patience, and to maintain balance. These qualities must dominate if intercollegiate athletics are to justify their present high place in the colleges of America.





# Styles of Forcing Offense

By Floyd H. Baker

Head Basketball Coach, Senior High School, Richmond, Ind.

**I**N THIS game of basketball, there are about as many styles of offense as there are coaches. Regardless of the style, however, offenses fall into two types or classifications. These types are the forcing offense and the stalling or deliberate offense.

We could break them down a bit more, and add that some offenses are semi-forcing, or semi-deliberate, but each is one type or the other. In this article, I will discuss several styles of forcing offense.

The first style that comes to mind is the fast break. As old or as new as basketball itself, the fast break is possibly the most popular of all styles of play. To "get there first with the most men" is a slogan of war that has been adopted by basketball players and coaches, and is the essence of the fast break. Watch a group of young players who have never had a coach and they will play the fast break almost entirely because they want to get to their basket ahead of their opponents.

The fast break may be classed in a number of styles, but the most popular, as well as effective ones, are shown in accompanying diagrams. In Diagram 1, the left for-

ward, XI, is the boy designated to play very loosely on offense.

As soon as the ball goes into the basket, this forward leaves on offense as a one-man fast break. As they get the ball, his team mates, X3, X4 and X5 (usually the center and two guards) try to get it to XI, who has broken down the court and then goes diagonally across so that he is in front of his guard, O1.

Receiving the ball, XI first tries for a one-hand hook-shot or, if O1 plays him too loosely, a long set-shot. If guarded too closely, XI may pivot and pass to his forward mate, X2, who comes down to help as soon as the ball is thrown out to XI.

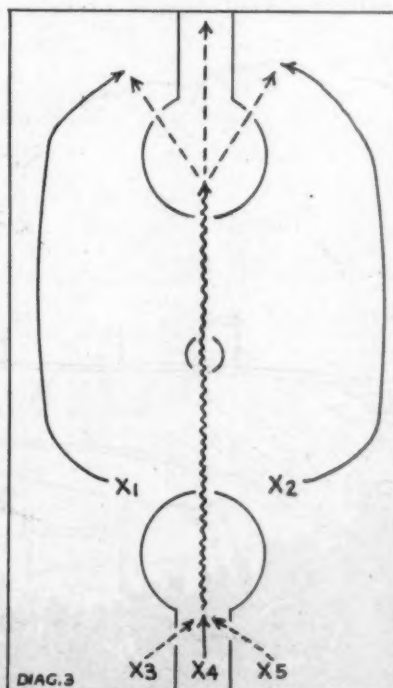
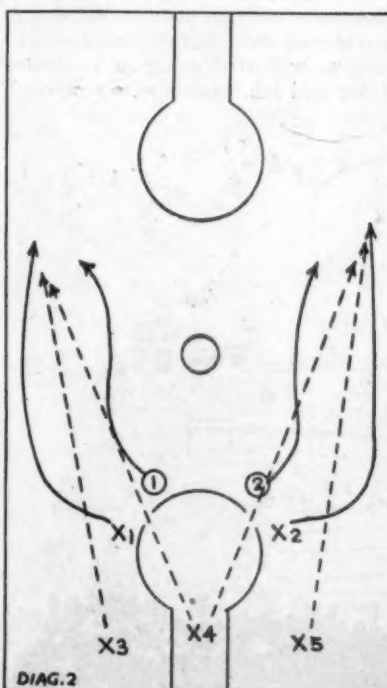
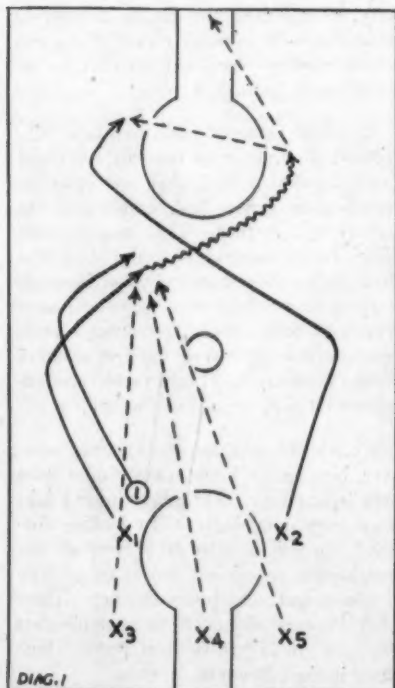
For this type of play, XI must be tall, fast, a good one-hand shot and a real floor man. He must be clever also at screening his guard, O1, with his body, in order to get the pass out. This may seem to be a one-man offense. It is, however, winning games for coaches who find themselves with one excellent player and four other men on the relatively inexperienced or slow-footed side.

Diagram 2 shows the two-man, or two-

lane fast break. When the ball is obtained by X3, X4, or X5, the two forwards, X1 and X2, break wide and fast down the court to get ahead of their guards, O1 and O2. The ball comes out to the side of the floor, the location of the guard when he gets possession. The guards get free by turning to the outside and away from the press of play.

For this type of fast break, it is a great help to have a left-handed or ambidextrous man play at the left-guard position held by X3. Center X4 can pass to either side. The pass on this play should be high and looping so it may be caught only at one place. If forwards X1 and X2 are in the clear for a loop pass and clear shot at the basket, and a hard, straight clothesline pass is used, it may be intercepted at any point in its flight or even hit guards O1 and O2 from behind. To make the play of X1 and X2 successful, both men should be fast and tall. A good running shot in these positions is much more effective than any other type.

Diagram 3 shows a three-lane, or three-man fast break. The ball is tipped to the free-throw line where the center is sup-





posed to get it and go down the floor on a dribble. He may pass off to either forward, go in for a lay-up shot, or stop about the free-throw line and shoot. This leaves X1 and X2 free to follow up his shot.

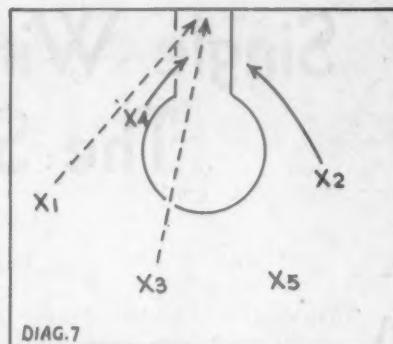
This type of play is popular with coaches who use a tight zone and are fortunate enough to have an especially good ball-handler for the center spot. I have seen this offense used even when the center in X4's position was well under six feet but made up for lack of height in speed and ball-handling. The guards, X3 and X5, may vary the play as shown in Diagram 4. This plan works on either side, but is shown on only one.

A deceptive and hard-to-stop fast-break play is shown in Diagram 5, where the ball, having gone in on the side of forward X1 and guard X3, sets up a popular play from a zone or massed five-man defense. Forward X1 drops back with the ball to get a rebound and pulls O1 in with him. X2 then cuts to X1's side of the floor, thus opening up his side. X5 slips unnoticed away from O5 and is free for a pass down the right side or middle. Center X4 pulls out and goes as soon as the ball is passed to guard X5. If he cannot shoot, X5 passes off to the left forward, X2, or center, X4. This offense may be used on either side of the floor.

Diagram 6 illustrates a style of force play often used by teams who have two

tall, good rebounders. When their fast break is checked or diverted by a fast-breaking defense, these teams deploy with the ball until X1 and X2, usually the center and a tall forward, get in position to rebound. The ball is then passed until one of the three men outside takes any kind of a long shot in order to let X1 and X2 rebound it. They try to tip it in for a basket. If guarded closely, they pass back out and the routine is repeated. If Team X loses the ball, it is in an excellent formation to stop any force-type of offense. It can cause its opponents to go for the corners to get free from X1 and X2. Team O is then in a poor position to start any type of offense.

Diagram 7 shows a type of forcing of-

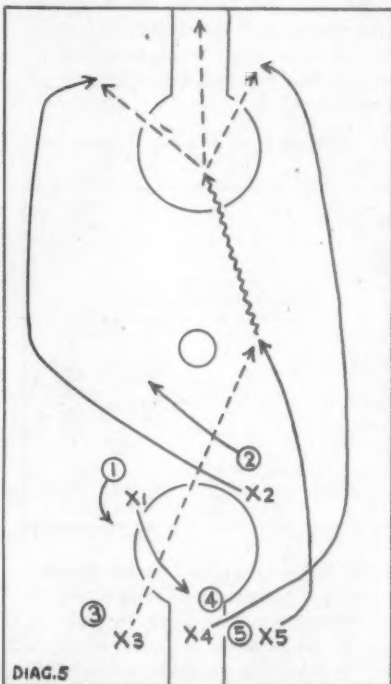
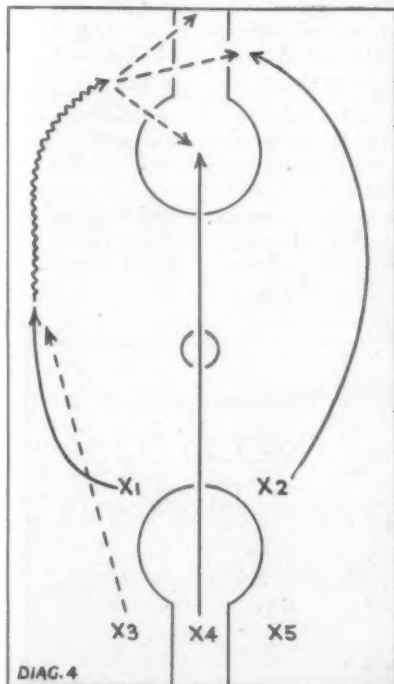


shot by the left guard X3. Center X4 and right forward X2 shift in close to do the rebounding. Diagram 8 shows the same offense worked on the right side.

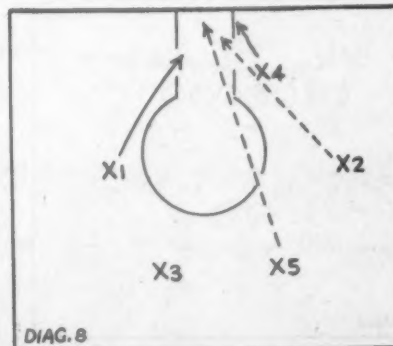
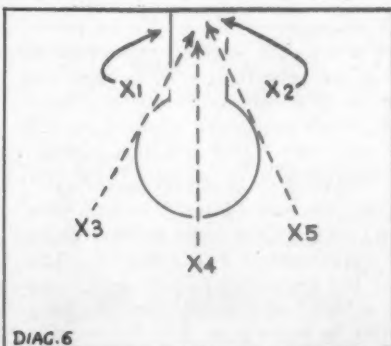
Young coaches could do worse than to follow the forcing style of offensive play. It is easier to coach, easier to understand, takes less playing finesse, and when combined with the boundless, physical energy of teen-aged boys, makes for pleased crowds and consistent wins. Young coaches do not "over coach" with this style, and they avoid giving their teams a mass of play situations which result in nothing but the wrong thing being done.

A clinching argument for this type of play is the fact that it is the "natural" way to play. We claim the greatest hitter in baseball is the "natural hitter"; in football the best kicker is one who is "a natural", and the best runners seem to run as if they were endowed especially by nature.

So, let us take a page for our coaching book from the lads who play it the "natural" way on the playgrounds, at the Y.M.C.A., and in independent leagues—coach our boys to get there first with the ball, shoot if they get a chance and then follow up for possession or that easy-rebound basket.



fense from a single pivot. The ball is shot long by the left forward X1, or



# Single Wing-Back Variations For The Small High School

By Clifton Guest

Coach, Sulphur Springs, Texas, High School

**A**LTHOUGH the T has become more popular among Texas coaches during the past three years, the single wing is held as the basic formation by a majority of the state's high school football mentors.

This observation is not a personal one. It is based on a poll taken this summer during the Texas High School Coaches Association school at Abilene.

The T formation, however, has had its effect even on the die-hards who maintain that the single wing is the only formation.

The quick-opening plays, straight downfield, and individual blocking have been adopted in practically all single wing-back formations. Instead of pulling interference out in front of the ball-carrier, more men are being sent downfield through the line and there is more screening. Also, many coaches are running formations that they classify in the T category, yet such formations are but variations of the single wing.

Nine chances out of ten, in talking with a coach who employs the single wing, he will remark:

"Yes, I am using the single wing, but I am streamlining it."

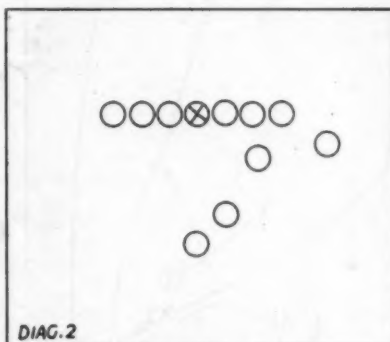
His method of streamlining may involve putting a man in motion, or sending guards through the line for downfield blocking.

Other coaches use variations which include placing backs in positions differing from regular, set patterns of the single wing. It is seldom that we come across teams which resort to straight power off the single wing. In fact, coaches claim

that with the fullback, halfback and line necessary to run the T, everything is available for a well-balanced single-wing formation.

Last season, our teams ran from the single wing, with the wing back playing back about two yards. This formation is shown in Diagram 1. We ran from an unbalanced line, staying strong to the right at all times. We dropped the wing back to the rear because he was light but a real runner. If we could break him loose on the weak side, he was a dangerous delayed pass-receiver.

If our wing back is a big, rugged boy,



we play him up close, just outside the end, in regular single-wing formation style. As you will notice in Diagram 1, we play our fullback even with the tail-back, about an arm's length apart, as a double tail. This gives us more deception on spinners. We spin both the fullback and the tail-back and require that both boys be good ball-handlers.

The unbalanced line is used for power. One of the most powerful running games we played against last year, however, was put up by a team, running from a single wing, which employed a balanced line and the ends tight. This formation is shown in Diagram 2.

The game was a "bruiser" for both sides. The opposition used quick openers, giving the appearance of a T formation. This team had a big, rough fullback, and, as any coach would surmise, kept our team busy during the entire game.

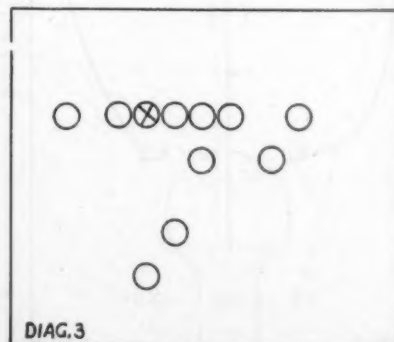
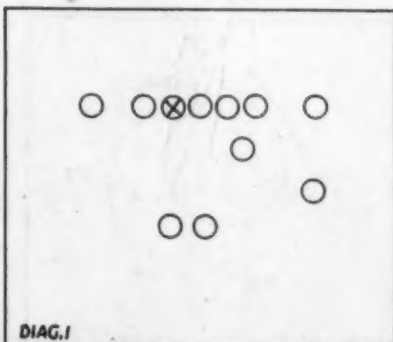
A majority of the teams using the single wing vary from the standard formation in one or more ways. One variation which we played against had either the wing-back or fullback in motion on seventy-five per cent of the plays. This necessitated planning a shift on our defense, something that you seldom, if ever, have to worry about against the straight single wing.

Another team played the end wide and the wing-back inside the end at all times, as shown in Diagram 3. This team's coach contended that such placement gave him an advantage on the opposing tackle. From this formation, he ran a power game, with very little deception. I believe, however, that a vast deal of ball-handling can be employed in such instances.

One team used a formation which involved coming out of the huddle with a man under the center. On the hike, he shifted to a blocking-back position. On a few plays, he would shift to different positions or be in motion, but most of the time he was at the blocking-back post which kept the formation strictly single wing.

A very successful team used the T formation with a wing back which is but another variation of the single wing.

Coaches who use the single wing are awake to the increasing demands of offensive football. Since this formation seems to keep pace with the game's changing methods, they are seeking to improve it from every angle. I believe it will be used in one variation or another as long as we have football.



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## Memorials That Live

IN DECEMBER, 1944, The American Commission for Living War Memorials issued a comprehensive brochure outlining types of projects appropriate for adoption by communities and cities as their expression of gratitude for the sacrifice and devotion of the heroes of World War II.

In an editorial, appearing in the June, 1945, issue of The Athletic Journal, Colonel Theodore P. Bank, president of The Athletic Institute, expressed the opinion that community war memorials should honor all members of the armed forces; that they should be living war memorials—ones that will provide recreational and physical fitness facilities to serve youth, returning veterans and others, day in and day out, through the years.

A quick check of war memorial plans being pushed to the front by some individual and so-called volunteer sponsors indicates that little thought has been given to their usefulness or lasting qualities.

Thus, it is all-important that these misguided individuals and groups be acquainted with the guidance that is theirs for the asking from The American Commission for Living War Memorials.

The Commission is now corresponding with more than 5,000 individuals and organizations vitally interested in living memorials for their communities. Hundreds of communities, now in contact with the Commission, already have raised necessary funds for their projects or are in the process of doing so.

October 15 marks the end of building restrictions. Manufacturers of all types of athletic and recreational equipment will be in a position to provide their products. Skilled and unskilled labor is becoming increasingly plentiful. So, it is up to the leaders in each community to contact The American Commission for Living War Memorials for advice in effecting a unified program.

An additional brochure, just published by the Commission, contains illustrated examples of suitable memorials already in existence. Included are fields for team play, indoor sports centers, parks and playgrounds, physical fitness centers, stadiums, swimming facilities and memorials of a general nature.

Many athletic directors and coaches have been active for some time in the campaign for living war memorials, either as a member or advisor to the Commission, or as an integral factor in their own communities.

Identification with a Commission-guided memorial project embraces a two-fold endeavor for a director or coach. First, his contribution to memorialize those who served in the war. Secondly, continuation and further emphasis on physical fitness of the individual.

Few, if any, communities have fully adequate sports facilities. If your community is fortunate enough to have something to start with, do your part to make it adequate. If you start from scratch, insist that the project contain provisions for expansion. Living war memorials must play a part in the program to make and keep America fit.

## Responsibility

*The following advice was given coaches during a session of a coaching school sponsored last summer by the Texas High School Football Coaches Association. The speaker was Jeff Cravath, head football coach for the University of Southern California.—The Editor.*

I FEEL that coaches owe the game of football more than we are willing to pay, or give. We get a little too eager to win and we have a tendency to become a little critical of our fellow coaches.

We are prone to make unkind remarks about our opponents and their communities in order to create a false sense of animosity and to build a fighting spirit in our teams. It would be a more wholesome thing to say complimentary things about the opposing coaches and players. Nice things said about an opponent before playing a game are especially advantageous if you lose to him.

It is not fair to cheat our boys and have them fight for a false motive. Soon the time will come when those players are to think, act, and live by the power of their own convictions. It is our business to make them be honest with themselves and to teach them to be as fair in their thoughts and behavior on the football field as they expect to be in their everyday life.

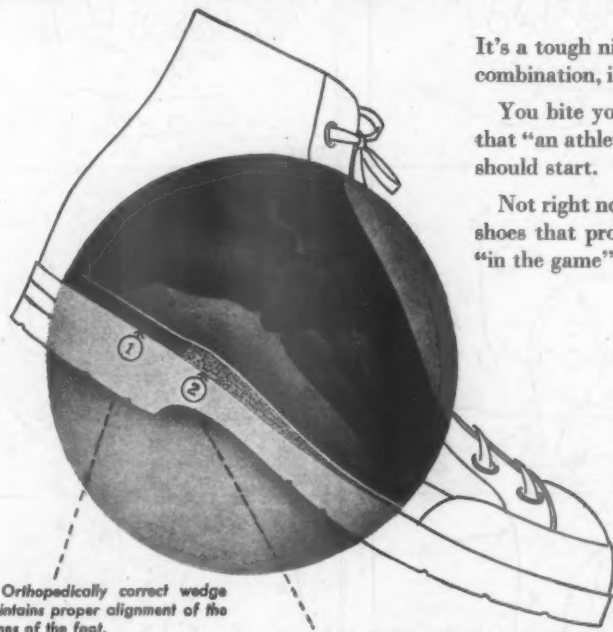
I believe that there will be a day, not too far away, when there will exist an ideal spirit—a day on which a boy will excel and do his best, because of the courage of his convictions and his desire to play the game.

If the coaches and men who are connected with the physical education of our youth will strive to teach our youngsters to have the power of their convictions and to weigh moral values, I believe we shall see a generation that will face problems with the courage and ability to solve them.





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# Defense Against The T Formation

By George W. Scott, Jr.

**A**FTER being the victim of two defeats, as a result of the T formation, Henry Frnka said:

"I have come to the conclusion that there is no defense which can stop the T formation."

Most coaches agreed with this statement. However, the T is not that dreadful. True, when the formation first came out, it was lauded as "a miracle," and coaches had no idea how they could stop such a "blitz." Most of them felt that, however, they would not come up against the T for another two or three years.

These optimists were wrong! The T formation and its variations hit all parts of the football nation overnight! Coaches, however, found it more simple to operate than they thought it would be. Now successful defenses have begun to appear, but many good coaches are guilty of setting up defenses that are too complicated for their boys to comprehend. In fact, some of these defenses are more complicated than the T.

We have come to the conclusion that the one, big obstacle in meeting the T arises from the coaches' ignorance of what makes the formation go. After reading this discussion, it may be seen that, with minor variations, the same principles are involved in defense against the T as in defense against the single and double wing-back formations.

Here are ten points which should be kept in mind when planning a defense against a T formation.

## Point One

Theoretically, there are two different schools of coaches who operate from the T formation. Both schools have their advantages and disadvantages. For convenience in discussion, we shall call them the Number One and Number Two series of T formation theories. The basic plays of each

are shown in accompanying diagrams.

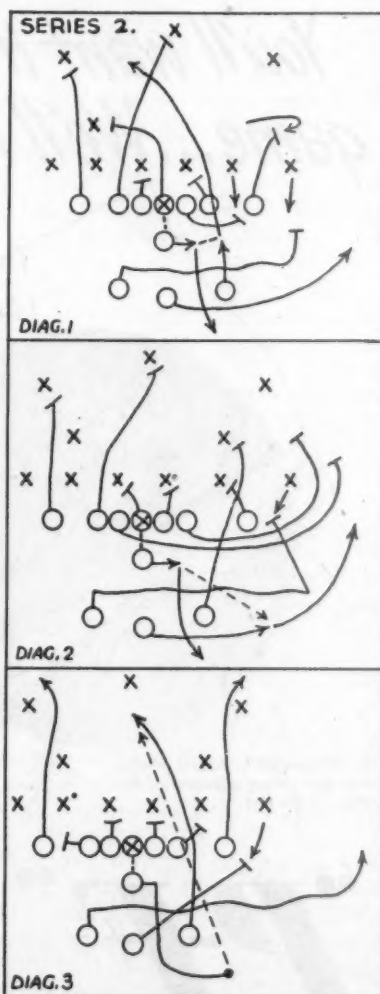
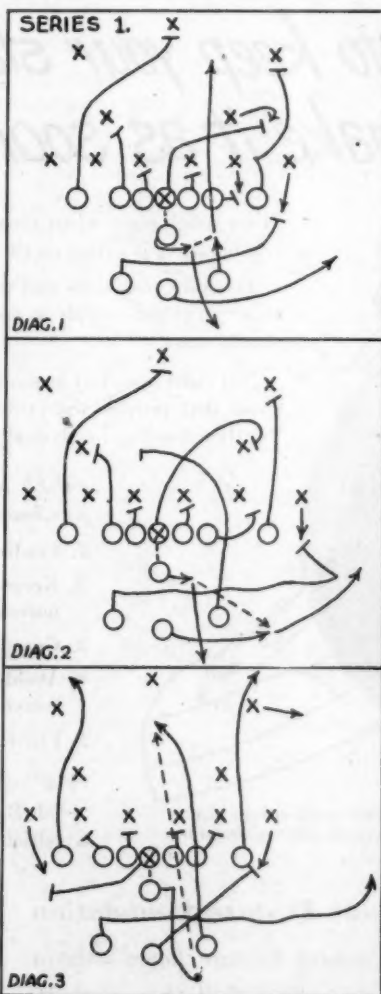
Series Number One is based on the principle of sending interferers through for downfield blocking. This makes it more difficult for the secondary to diagnose. Sending the strong-side end downfield on the strong-side halfback makes him stay put. Notice that the center works on the strong-side backer-up. These two principles alone work very effectively, especially against teams which employ double and single wing-back formations. In fact, the secondary cannot afford to watch the pulling linemen on the going-through of the ends, for they would be lead astray. A better method of diagnosing may

be attained by teaching the halfbacks to observe and play according to how their own defensive tackles are being blocked, regardless of who is applying the block.

Series Number Two resembles Series One only in point of attack. Whereas, Series One depends more on deception, Series Two depends more on power. Series Two, as a result, is much easier for the defense to diagnose.

Both series have perfect sequels of plays. All three plays may be used interchangeably to a good effect. It could be said, all plays from the T

(Continued on page 34)



**GEORGE W. SCOTT, Jr.**, has played and coached football as well as being a head trainer. Scouting games is another of his experiences. Last year he was backfield coach at St. Aloysius High School, New Orleans. The New Orleans team met six and defeated four teams which operated offenses from the T formation.

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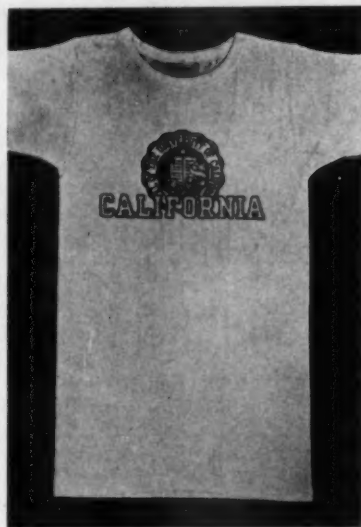
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JUDSON A. HYAMES, director of the Department of Physical Education and Athletics at Western Michigan College, conducted a survey recently, covering more than 100 colleges in forty-four states and Canada, to determine the scope of athletic directors' duties.

Eight questions were asked, ranging from "Who makes the athletic schedules for your major sports?" to "How many games are allowed for each sport?"

The results of the survey are both interesting and instructive, especially if a director is concerned with changing his policies on various matters to conform to majority practices.

For example, to the query, "Who makes the athletic schedules for your major sports such as football, basketball, baseball and track?" 40 per cent replied that the athletic director did. The director, with the consent of the athletic board, numbered 20 per cent, the director and coach together 16 per cent, and the coach, 11 per cent. Figures ranging from one to 6 per cent completed the exceptions.

Athletic contracts, it was determined, are signed by the director in 69 per cent of the cases. Numbered among the exceptions, ranging from one to 6 per cent, are athletic boards, graduate managers, athletic managers, etc.

The question concerning the issuance and signing of complimentary passes, if any, brought answers showing that the director handles the matter in 71 per cent of the cases. Here again, exceptions ranged from one to 6 per cent.

The matter of passes for players brought the widest variation of answers, although 44 per cent of the colleges contacted revealed that each player receives two passes for each game. Others range from no passes, to as many as three for each player.

To the question, "Are lettermen granted special recognition or passes for games?" 41 per cent said no. Some 16 per cent issue season tickets to all lettermen, and 15 per cent give lifetime passes.

Reports of game allowances for major sports were consistent in their wide variations, dependent in some cases, of course, on the playing season. The majority percentages in games allowed are:

Football: 27 per cent, 8 games; 25 per cent, 9 games; 24 per cent, 10 games; 15 per cent, no limit.

Basketball: 18 per cent, 18 games; 16 per cent, 16 games; 8 per cent each for 15 and 24-game schedules.

Baseball: 13 per cent, no limit; 12 per cent, 18 games; 8 per cent, 20 games.

Track: 21 per cent, no limit; 19 per cent, 5 meets; 13 per cent, 6 meets; 8 per cent, 4 meets.

Tennis: 31 per cent, no limit; 11 per cent, 12 matches; 12 per cent, 10 matches.

Golf: 30 per cent, no limit; 14 per cent, 10 meets; 8 per cent, 6 meets.

The question concerning starting time of baseball games during school days brought answers showing 27 per cent favor 3:30 o'clock in the afternoon; 23 per cent, 4 o'clock, and 16 per cent at 3 o'clock.

It was revealed that purchase of athletic equipment for major sports is made by athletic directors in 75 per cent of the cases. Coaches buy 12 per cent.

\* \* \*

THE new football rule which permits passing from any point behind the scrimmage line was discussed in this department in the September issue.

A majority of the coaches, questioned prior to the season's start, favored the new passing rule. The score was about even on whether passing would be stimulated, pass defenses changed, the wide running game helped and the game made more open.

A review of early games indicates that the change in rules has not turned football into a new game. Some threat has been added to offensive play, but only top passers seem able to take full advantage of unrestricted passing.

Passes thrown from well behind the line of scrimmage remain in favor, since the passer has protection of his line and time to spot the receiver. Ground offensives have more spark under the new rule, preventing backers of defensive lines from stopping plays before they get underway.

Fast backs, who can pass, however, are having a field day on end sweeps. With speed, such backs fake an end run until the defense has made its move, and then throw a pass well down the field.

Apparently many teams will limit quick, close passing to trick plays, used but two or three times during a game. Accuracy of quick passing has not been high.

\* \* \*

LA SALLE-PERU Township High School and Junior College at La Salle, Illinois, had something new this year in its pre-season physical examination for athletes. A complete blood test and urinalysis have been added to the conventional physical check-up. All laboratory service is provided without cost.

The tests were made in June and the results compiled in July. Athletes, showing nutritional deficiency, kidney compli-

(Continued on page 31)



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# Morale Makes Winners

By John G. Freudenberger

Athletic Director, Towson High School, Towson, Maryland

**Y**OU started the season with a good squad. Most of the players had average or better-than-average ability. A number were second-year squad men. Yet, they are not clicking. You are losing the close ones, and that is bad, because you want to win.

You have been up nights thinking about it. You have watched your boys in games and practice, but you cannot figure out what is wrong. They are in good condition, you have no slackers or gripers and, yet, the winning spark does not seem to be around.

Perhaps your trouble is morale. Often morale makes the difference between victory and defeat, especially in the close ones. If you decide that your boys' morale is not what it should be, you are the one to get busy and do something about it.

But, what is this intangible called morale? You may call it team spirit, esprit de corps, or squad harmony. Any of these will give you a key to the situation. Look at your own team. There is something missing. Try to define it.

First, remember that games scheduled by coaches are little, private battles all their own. Our players do not have to face the terror and destruction that is war, but they "die" many times each season. Before games, during time-outs and in tense moments, they feel a nervous tension which sometimes makes them wish they were far away from the scene of action. How are your boys emotionally? How well have they been conditioned to the strain of varsity competition?

## Motivation

Emotion and motivation are essential for successful competition. The player must want to win. The desire may prove the forerunner of the action. How well motivated are your boys?

Look at the individual players. How high is the morale of the center, the full-back or the half? Watch them in moments when they are not on guard. Listen to their talk in the dressing room when they think no one else is around. Very few of your players have the driving ambition to be stars. There are none on your squad who want to be the champion, to the exclusion of the others.

But, what about the average player? He wants recognition. It is vital to his self-respect and mental well-being. It is essential to his social status. How long has it been since you complimented your

average players? It is a happy day for one when he can go out some evening and tell his girl friend that the coach told him he was doing a good job and that he was an asset to the team. These little things build morale.

What about the condition of your squad? You started practice early this season. There was an ample supply of good material coming back and you wanted to get started. In fact, no other team started before you did. Most of the boys seem to be in good condition. Are any of them getting stale? Often this is difficult to determine. It happens, however, on the best squads. Perhaps a little relaxation may help. A Friday evening dance on a free weekend will do much for morale, especially if the players are permitted to stay until the end. Even if you are the star quarterback, you cannot get a date with a popular girl if you have to be in by ten o'clock.

## Your Schedule

Look at your schedule. It was made up last year when you had rosy dreams about this squad. Could it be a little too tough for them? How many big games do you have? How many breathers? Team morale can't be very high when a team has to run the gamut of an overloaded or too-difficult schedule.

Your team is in the throes of an unflattering losing streak. You have tried to shake them loose from a slump. Plays have been practiced day after day. You have driven, coaxed and pleaded with the boys to get going. Yet, it goes on.

Have you checked fundamentals? Remember those drills at the practices held early in the season? Sometimes, we tend to overlook fundamentals as the season progresses. There does not seem to be time for them. But, they are important. Check blocking, tackling, or whatever fundamentals there are in the sport you are coaching. For a time, decrease the emphasis on plays and combinations and get back to the simple skills. This procedure might turn the team into a winner.

Now, look at yourself as a coach. How have you handled your players? Do they feel that you are really interested in them? Or do they feel that you are coaching in their home town only until something better opens up? That can happen. High school players are sensitive about such matters. No one likes to be used as a stepping stone. Reverse the situation. How would you feel?

Can your players come to you with their personal troubles as well as their athletic difficulties? Time is short. There is always much more to be done than we have time for, but do not hesitate to take time for your boys.

Some of the boys do not have a friendly, sympathetic person with whom to talk things over man to man. There is your chance. You do not have to go around being "palsy-walsy" with your boys, but you can be their friend and still keep their respect.

Have you been too optimistic? Players are able to spot false confidence with astonishing ease. If you do not believe in the team, it is rather difficult for them to believe in themselves. After all, the coach's judgment should be better than the players'. They know it and they take their cues from him.

Finally, how well-equipped are the boys? There are many schools with inadequate financial facilities to support their teams. While many good teams play winning, heads-up ball with old or worn uniforms, most boys respond favorably to new equipment. With wartime shortages this was a problem. Material is coming through now, however, and it is up to the coach to get it for his boys.

Look at the dressing room. How well equipped is it? Are there enough showers, or must the boys wait in line to shower after practice or a game. New shower equipment is available.

## Brighten It Up

Do you have one of those dingy, poorly-lighted dressing rooms? It so, brighten it up. Some paint, a few posters, a banner or two, and perhaps a few pictures will improve the atmosphere.

All of these are little things, you say? Little things make up morale, however. That is why, at first glance, it seems to be too complex a subject to break down to a simple form.

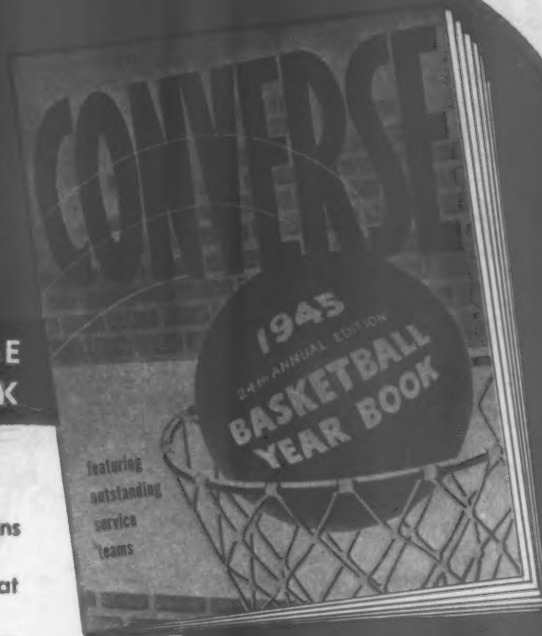
Easing the emotional strain before a game, praise for the "average" player, occasional relaxation for the squad, mid-season check of fundamentals, sincerity on the part of the coach, assistance to players who have personal troubles, honesty about game prospects, new uniforms, better shower equipment, a revamped dressing room—these are some of the "little" things of a season which must be attended to if the big things—morale and a winning team—are to follow.



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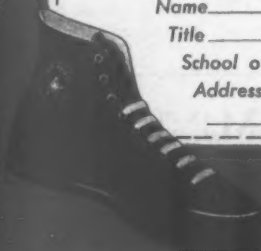
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# Miss Being Hit!

By Max Marek

**C**IRCLE him to your right! It will keep you away from his right! That warning from a boxer's corner is good advice.

But, does the boxer understand why he should circle to the right? Is he able to move to his right easily, or has his training been incomplete so that he follows the natural tendency to move to the left.

A boxer who runs up against a hard right-hand puncher is out of luck unless he is able to move with the punch or circle to the right—thus going away from the power of his opponent's blow. So, we must stress footwork with our boxing pupils in order that they may move in either direction with equal agility.

## Daily Practice

As a part of his daily workout, every pupil should practice the following:

*Circle to the right around the ring once and then reverse his circling by going around the ring once to the left. Go the full width of the ring forward and then go the full width backward.*

The above drill, as a daily warming-up exercise, will give the pupil the agility required to move into punching range and also to move out of danger.

In classwork, the coach may drill his men in footwork by breaking them up into groups of fifteen and forming large circles so that there is a space of at least five feet between each man.

At the call of "On Guard", the pupils assume a ready-to-box position with hands up, left foot forward, right foot behind, with the right heel about two inches off the floor, both knees bent slightly.

The preliminary command, "Ready!", is then given, and at, "Begin! Right!", each group circles to the right, the men keeping their original distance. After each group has completed approximately one turn to the right, the command, "Left" starts a reverse circle, which should be followed alternately by right and left circling for at least two minutes.

The circling drill not only co-ordinates body and leg movement but it is a good conditioner.

The two-minute round of circling should be followed by a round of forward and backward drill. For this drill, pupils may be placed in squads in front of the coach, with at least five feet between each line of men. The commands for this drill are "On Guard," "Ready," "Begin, Forward," and "Backward."

## Watch These Errors

Here are the errors to watch for in the circling and forward-backward footwork drills:

*Circling: The pupil is apt to bring his feet together, to drop his left fist and to bring his right leg up parallel with the left. Forward-backward: The tendency is to hop instead of slide; to land on the left heel, when coming forward, instead of on the sole of the left foot; to neglect pushing off the left foot, when going backward, and to slide the right foot back to keep an even spread between both feet.*

Once primary footwork drills have been mastered by a pupil, it is up to the coach to teach his beginner how to avoid taking

needless punishment. The defensive head movement is vital. It is accomplished by the slip, the sway, the duck and the weave.

## Head Movements

The slip is nothing more than the movement of the head to the right or left of a punch. Simple? Yes, but it takes training, so do not omit it from your schedule. Preface the drill by asking the pupils to imagine a left jab or straight right coming at their faces, and to move their heads according to the command of "Left" or "Right."

Alternate the commands for about fifty times until the necessary looseness and balance have been obtained, then mix the commands.

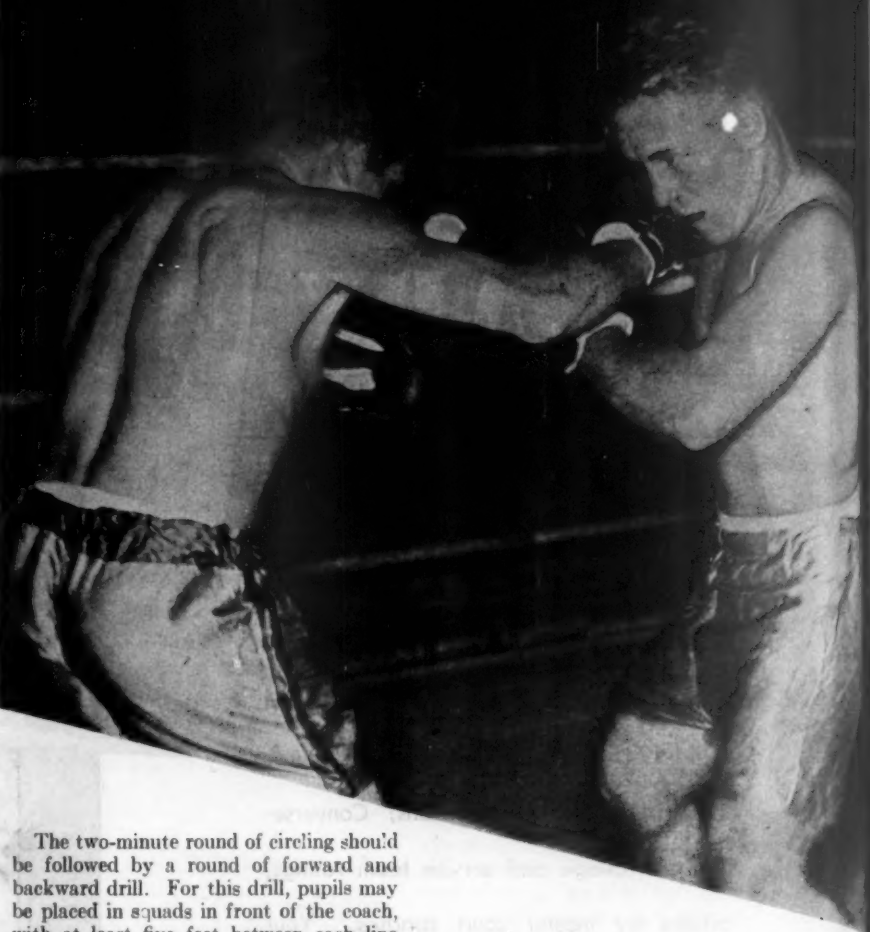
The sway involves nothing more than leaning back from a punch, allowing it to fall short. The command is "One," to go back, and "Two," to come forward to a regular stance.

The weave is a combination of a slip to the side of a punch, a drop down underneath it and then up again to the opposite side, to form a semicircle around the punch. The correct blow, after weaving to the right, is a left hook to the opponent's head. A weave to the left should be followed by a right hook to the jaw.

The commands are: "Weave to the

(Continued on page 48)

**MAX MAREK** was a member of the United States Olympic Boxing Team in 1932. During his undergraduate days at Notre Dame, he was school heavyweight champion. He is now a Chief Specialist, U.S.N.R., on active duty.





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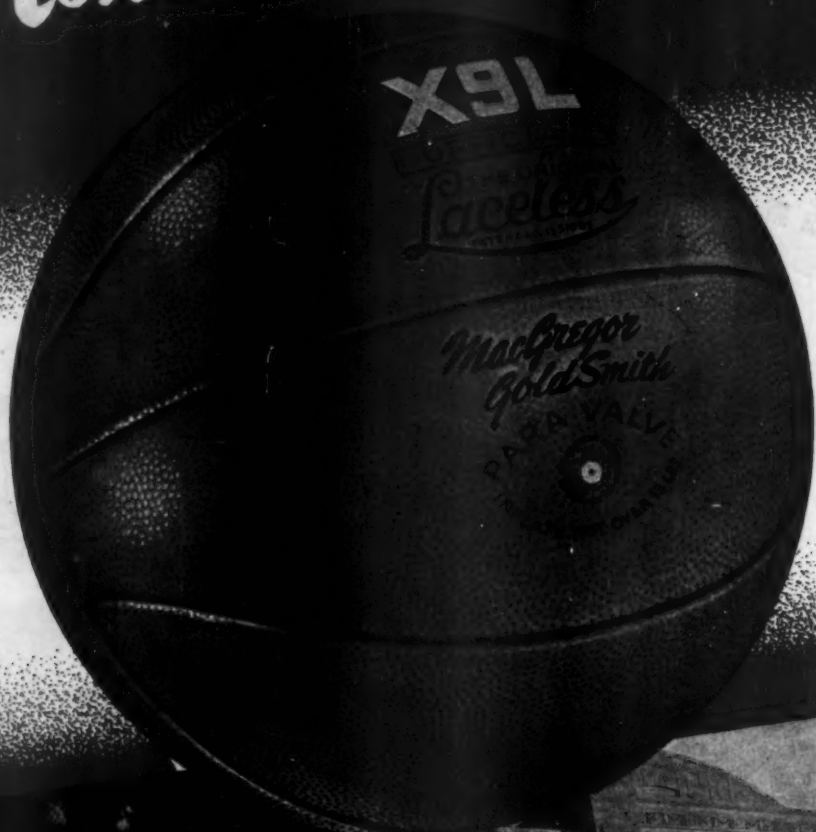
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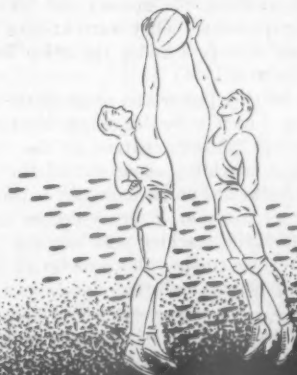


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# Building Boys Into Linemen

By Art Shouse

Line Coach, Hillsborough High School,  
Tampa.

**I**F A BOY has an inborn love of bodily contact and is a fighter, we want him as a lineman at Hillsborough. If he has those qualities and is willing to learn, we will strive to develop co-ordination and balance so that tackling, blocking and other rudiments of the game will be comparatively easy.

The tripod stance is used at our school, and we work on this from the start to the finish each season. Once a boy feels that he has a working knowledge of the stance, his next training is at the rope pit. Here, he runs under sixty yards of rope tied to four posts. The ropes are strung as high as a linesman's back when his back is parallel to the ground. This drill teaches the beginner to run as he should—short, choppy steps, back parallel to the ground, head up, eyes open, legs spread and arms pumping.

When each boy's stance has been corrected and he has had a twenty-minute rope drill, all prospective linemen are placed in one rank facing the coach. There follows twenty minutes devoted to developing leg spring. At the sound of a whistle, each boy leaps as far as he can, landing on his hands and stomach.

Competition in starts follows this drill. The entire squad takes part. The best runners are selected after a series of fifteen-yard charges. "Dogging it," or running on all fours, is the next drill. Teams of four boys compete against each other in "dogging it."

After a demonstration by the coach, the boys get their first acquaintance with the blocking dummy in order to learn shoulder blocking. Proper technique is emphasized—head and eyes up, back parallel to the ground, choppy steps and bull-neck before and while charging. We teach them to dip and then coil and release like a spring while putting pressure against the dummy and colliding with it.

Following this demonstration, the next step is action against the charging machine to develop technique, strength and power.

We decrease work on this machine as the season goes along to prevent loss of pep for actual play.

After learning the simple charge, the lineman must be taught to react to his man shifting to his right or left. For instance, if the ball-carrier is forced from his planned path, the blocker may be able to sense this by the reaction of his opponent. Downfield blocking, of course, involves getting a man down, then getting up and keeping ahead of the ball-carrier.

The side or "pincher" block is the next step, where ends block tackles on end runs. When a boy has made his shoulder block on his opponent and feels that he cannot stay with him, we teach him to go into a side block by putting pressure on his opponent in a crab-like manner, charging on all fours to keep his body between the opponent and the ball-carrier and to drive the opponent from the path of the carrier.

Progress in the shoulder and side block is followed by four-player charges against four player-supported dummies, using first, a shoulder charge and then a side-body charge, alternating at the sound of a whistle. While the boys are contacting the dummies, they are moving them forward through the use of short, choppy steps.

Downfield blocking is the next step. On this type of blocking, the boy is urged to use a shoulder charge if possible, or a hip block as second choice, with a running-line, side-body block as a last resort. Here again, dummies are used for drill.

Once a boy has mastered his straight and shoulder blocking, we start him on "position" blocking to meet situations where the defensive man is playing two or three feet out and must be blocked in. We employ the charging machine and have him practice lateral steps, landing about a yard out. If this maneuver is not effective, the boy is instructed to open a path for the runner by blocking his man out. The first blow should be contact on the arm between the elbow and shoulder, maintaining contact by short, powerful steps.

A vast deal of time is spent on individual blocking. Two boys are lined up facing each other. The offensive has a ball-carrier about five yards to the rear, while in front of him is the defensive boy. The coach waves direction, while standing behind the defensive. Nearby, an extra boy centers the ball to the carrier on a count of three, the numbers indicated on his fingers by the coach. The offensive has

to execute his position by stepping laterally and in at the defensive. The ball-carrier travels to the side opposite that taken by his offense. This drill aids ends considerably in blocking tackles in or out.

For a similar drill, the set-up is the same, but we instruct the blocker to block the defensive man straight on and stay with him until the ball-carrier has passed by.

Beating an opponent to a low charge by fighting to get under and lower than the opponent's shoulder may be taught by the "root hog" drill. Two boys put their right shoulders together, as they face each other, chests touching the ground and go after the low position. They learn at once that the one who gets under the other forces him backward.

To develop power and usage of the hips—"hip punch"—we have our boys take one-yard, head-on charges at the single charging machine, come out of the machine backward on all fours, drive back at it on all fours at a ninety-degree angle, hip-block the machine with one side, and then reverse to the other side on all fours before blocking with that side.

## Richardson Named Journal Editor

**F**RANK M. RICHARDSON, who received his release to inactive duty as a lieutenant commander in the navy October 8, has been named editor of *The Athletic Journal*.

Before going on active duty in March, 1942, Mr. Richardson was affiliated with the National Safety Council as editor of its national magazine, *Public Safety*, and as assistant to the Council's director of public information.

Mr. Richardson entered the magazine field in 1929, after being a member of the editorial staff of the *Decatur (Ill.) Review*. Before joining the National Safety Council, he was an associate editor for the *Ben Wand Publications* of Atlanta and Jacksonville, and, later, associate editor of the *American Lumberman*.

During his tour of duty in the navy, he served as flag secretary of the Seventh Amphibious Force in the southwest pacific, and more recently as executive officer for a naval training school in St. Louis. Mr. Richardson was, at one time, a shipmate of John L. Griffith, publisher of the *Journal*, now on Pacific duty as a lieutenant in the navy.

**A**RT SHOUSE, line coach at Tampa's Hillsborough High School, played football at the University of Florida when Charles Bachman, now at Michigan State, was coach. Utilizing the experience of his own playing days, plus intensive study and observation of line practice and play, he has developed outstanding linemen at the Florida school.



## From Here And There (Continued from page 22)

education or anemia, then had the entire month of August to effect corrective measures and to get in shape before the season opened.

Howard Fellows, director of athletics at La Salle-Peru, states that the more extensive examination shows every promise of success, and he predicts that schools which employ the tests, to detect faulty diet or readily-cured ailments, will find the added program highly beneficial.

**R**OLLIE WILLIAMS, who received his release recently to inactive duty as a lieutenant commander in the navy, has been named assistant director of athletics at the University of Iowa. Mr. Williams has been associated with Iowa since 1924, and served as head basketball coach from 1929 until the spring of 1942, when he entered the navy . . . Tennessee, Mississippi and Alabama are the only football teams in the Southeastern conference not using the T formation this season . . . Michigan State College has regained two former members of its coaching staff via the army's point discharge system. First to return was Major John S. Pingel, and, due to resume duties by mid-October, will be Major Al Kircher, who, until becoming a member of the armed forces in 1941, was assistant coach in football, basketball and baseball . . . Louisiana high schools are now permitted to employ football coaches on a part-time basis . . . The University of Tennessee has plans underway to increase seating capacity of its stadium to 75,000 persons.

**L**IEUT. NICK CONTEAS, quarterback on Northwestern's 1939 football team, commanded one of the PT boats which made a Bornea landing . . . Mel Taube, assistant football and basketball coach at Purdue before the war, has rejoined the coaching staff after serving thirty-three months as a lieutenant in the navy . . . Rut Walter, released to inactive duty as a lieutenant commander after three years of service in the navy, is back at Northwestern in his former capacity as freshman track and basketball coach.

**M**AURICE J. "CLIPPER" SMITH has been signed to a five-year contract as head football coach at the University of San Francisco. He will take over his duties in December. A Notre Dame star from 1917 through 1921, he began his coaching career at

(Continued on page 32)

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## From Here And There

(Continued from page 31)

Columbia University, Portland, Ore., now the University of Portland, in 1921. From 1925-28, he was at Gonzaga; from 1929-35, at Santa Clara, and from 1936-42, he was coach at Villanova. When Villanova dropped football for the duration, Mr. Smith joined the marine corps. He served three years, and was released to active duty as a captain recently . . . Walter H. Hebert, former head of intramural athletics, and tennis coach at the University of Chicago, has returned to the staff after a year's absence to work on the atomic bomb project at Oak Ridge, Tenn. He was a member of the Maroon varsity tennis squad in 1928-29 . . . Bernard LeRoy, physical education director at Walker Junior High School, Milwaukee, and a former member of the track and basketball squads at Notre Dame, has been appointed basketball coach at Milwaukee's Washington High School. He succeeds Archie Hecht, who is being discharged from the navy to take over LeRoy's work at Walker . . . Charles Thomas, former Franklin-Marshall athlete, has been named football line coach and head basketball coach at Milwaukee University school.

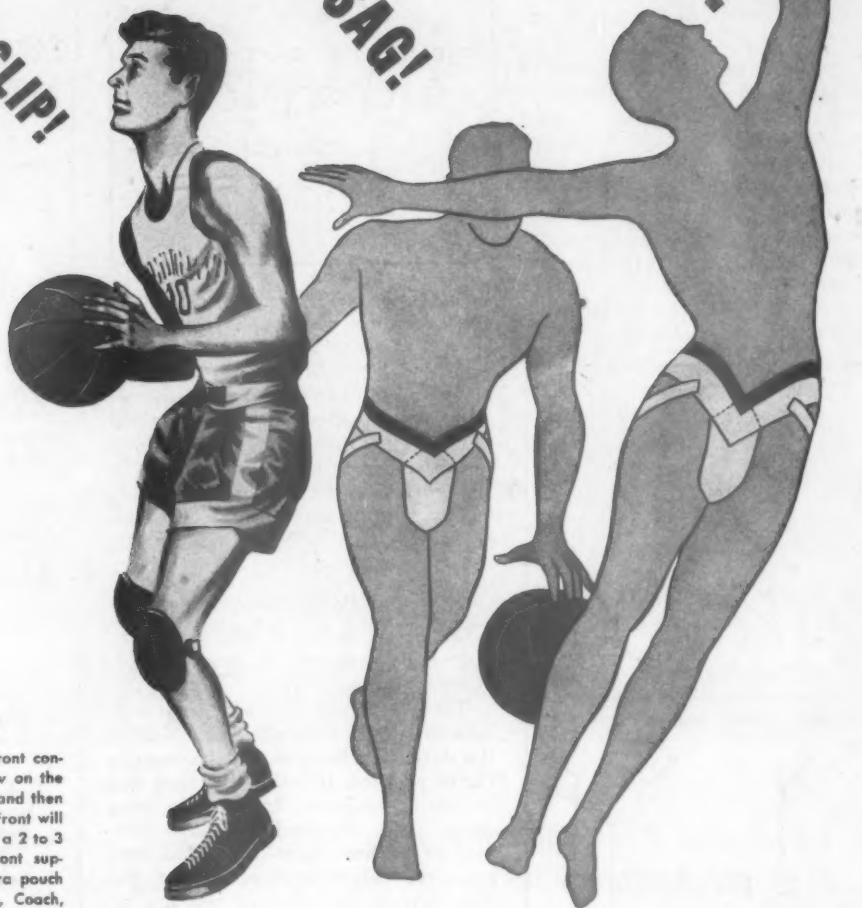
\* \* \*

**A**THLETIC directors, coaches and other leading sports figures from the mid-west gathered at the Morrison hotel in Chicago on the evening of October 1, to pay tribute to one of the navy's staunch supporters of competitive athletics — Commodore Robert R. M. Emmet, USN, who that day turned over his command as commanding officer of the Great Lakes Naval Training Center, a tour of duty which he began on February 11, 1943. Toastmaster for the occasion was Rear Admiral John Downes, USN (Ret.), former commandant of the ninth naval district. Speakers included Tug Wilson, commissioner of the Western Intercollegiate Conference; Commander J. Russell Cook, former athletic director at Great Lakes; Larry Rutherford, president of the Chicago District Golf Association; Chick Evans, famed amateur golfer; Lieut Larry Milligan, former athletic public relations officer at Great Lakes, and Rick Phillips, son-in-law of the late Judge Landis.

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(NOTE — The Armed Forces still come first, but we're doing our best.)

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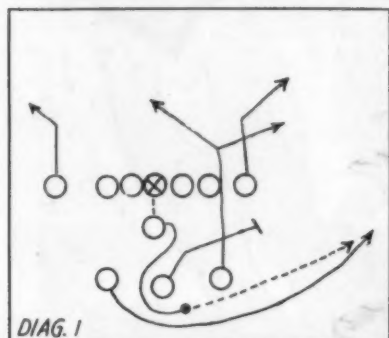
# Defense Against The T

(Continued from page 20)

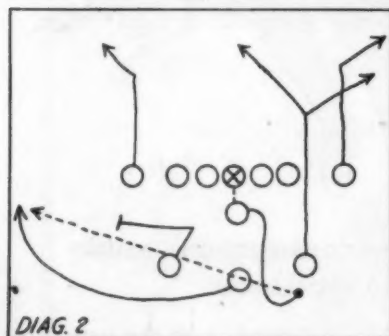
formation may be set up from these three plays.

By noticing the functions and routes of the quarterbacks, it may be observed that all plays are potential passes and vice versa. Up to a certain point, this cannot be detected until it is too late, the wish of the T exponents.

Before the man moves in motion to either side, the T has certain elements of the double wing-back passing routes. Although the double wing can put its receivers down the field quicker and deeper, the T has part of this, and due to deeper position and closer arrangement in the initial set-up behind the line of scrimmage, can be crossed over more effectively to flood either side of the defense than a double wing, as shown in Diagram 1 and 2.



DIAG. 1



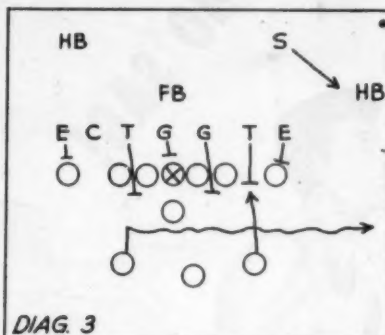
DIAG. 2

The trailers are the difficult ones to cover. The single and double wing-back formations are using these same patterns, sending the fullback out in a delaying fashion to a flooded zone.

One professional team meets the Series One attack with good effect by blocking the offensive linemen to prevent them from going through and applying blocks on the defensive backer-ups.

As shown in Diagram 3, ends play head-on with offensive ends, and hold

them up. The center, or the man who moves in the weak-side gap, plays loosely and protects the gap. The



DIAG. 3

strong-side tackle protects the gap, and sometimes tackles the right halfback. The right tackle and left guard grab legs. The halfback takes the man in motion, and the safety man moves over to his position and plays the right end, man for man. The fullback takes the second man out on either side.

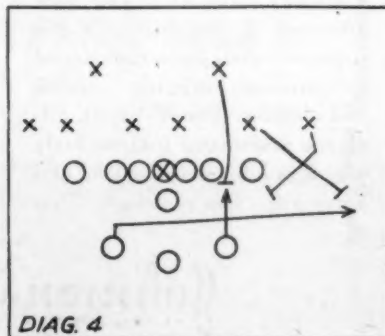
A variation is to cover the man in motion with an end, and the line compensates with a shift, with practically the same assignments.

## Point Two

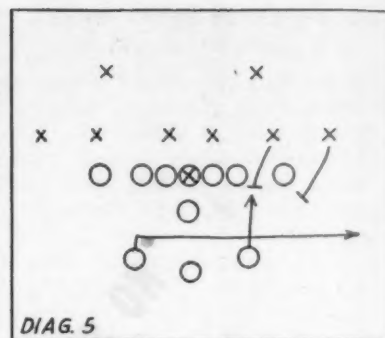
Impair the fakes of offensive backs that drive through the line and may become pass receivers.

The function of the backs, as may be seen in either of the series, is to draw the defensive linemen and backer-ups out of position, in order that they will be easier to block. In fact, in most cases, these deceived defensive linemen do not have to be blocked, as they have carried themselves out of the play. Up to one yard of the line of scrimmage, these feinting backs may be either a ball carrier or a pass receiver.

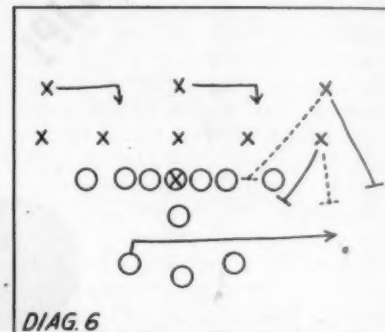
Diagram 4, 5 and 6 illustrate a cooperative type of defense which some



DIAG. 4



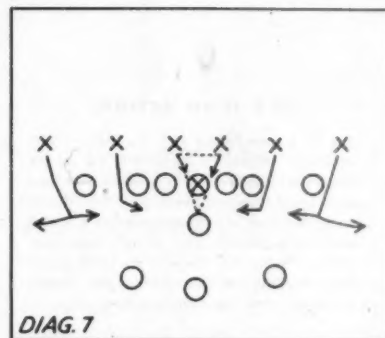
DIAG. 5



DIAG. 6

coaches use to a good effect. It takes a veteran team for such tactics and it is a little dangerous.

More efficiency may be obtained by instructing each lineman, from end to end, to check everything to his inside adjacent teammate, as shown in Diagram 7.



DIAG. 7

## Point Three

Cover the man-in-motion, as often as possible, with a different defensive man. Keep the offense guessing as to who is going to cover the man in motion, and what the next defensive arrangement will be. It is very important that one do this, for the quarterback operates the T formation according to the man in motion, and how he is being covered. He is looking for the weakness that may result by moving out a certain defensive man, and he will direct the next play to fit the occasional weakness.

Some leading coaches fulfill this (Continued on page 36)

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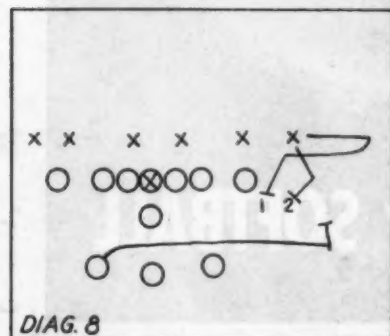
# Defense Against The T

(Continued from page 34)

theory by sending out a halfback to cover the man in motion. The next time he is covered by a backer-up, and later by an end. An end on a five-man line, quoting Jeff Cravath, should not be assigned to the man-in-motion.

A defensive end should not ignore the man in motion, for there is the threat of a flanking block being applied to the end who goes to sleep. The defensive end should move out with the man in motion, to a certain point, and then, if the man in motion continues on, move back in to a better position. If the end moves back in, just as the ball is snapped, and the man in motion is in a flanking position, the defensive end should direct his charge at the flanker, and then into the core of the play.

Some coaches play this as a flanker, shifting the entire line, as in Diagram 8. The tackle will be on the outside

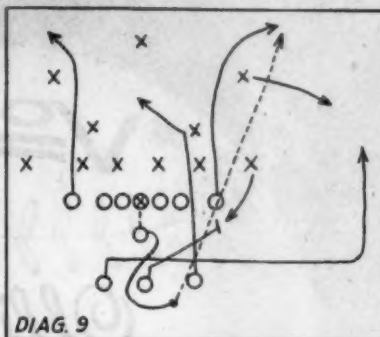


shoulder of the right end. The theory here is not to permit two men on the same side of the line to be out-flanked.

The middle defensive lineman, guards and tackles, should ignore completely the man in motion. Attracting attention is the purpose of this man in motion.

The man in motion should be taken care of cautiously from the inside out. If the defensive man plays him too closely, he will be an easy prey to get behind. If too close, the man in motion will do a hook, and he will receive a pass at a certain spot.

If a halfback, in a 6-2-2-1 arrangement, is assigned to cover the man in motion, the safety-man should move over quickly to take over the halfback's assignments, as illustrated by Diagram 9. The T formation, has, in its repertoire of plays, a very effective counter-measure for a safety man that moves over slowly and recklessly.

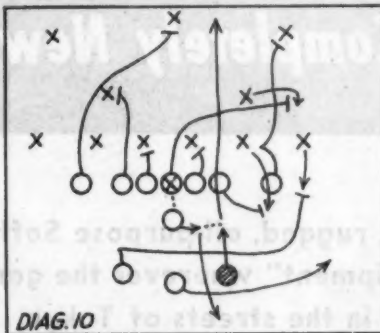


## Point Four

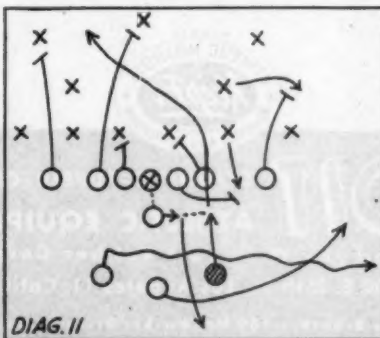
In setting up any defense against the T, it is very important that a defensive man be set in the gaps between the offensive ends and tackles.

Basically, as do other formations, the T has two points of attack. These are around the flanks or through the gaps. The method of attack through the gaps may be with power or deception, or in some cases with a combination of both. The power or deception may be applied either by the offensive linemen, or on certain maneuvers made by the backs.

Diagram 10 shows power with deception. Power comes from the

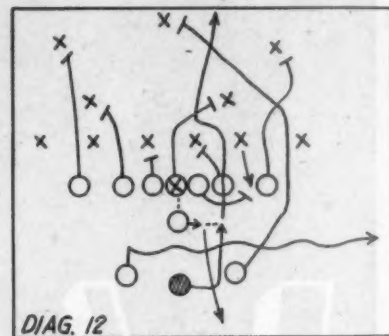


straight angle blocks that the strong-side lineman have on the defensive men. The deception is derived from

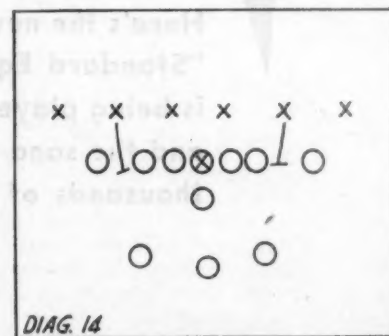
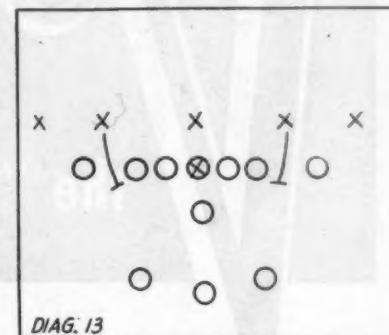


the fullback-fake-end run, and the right end faking an outside block on the defensive left tackle, to set up for an inside block. Diagram 11 is the same play with all deception. In Diagram 12, the defensive left tackle is deceived out of the gap by a faking halfback.

The tackle must be aware of the



gaps. The T uses deception to clear these gaps. Diagrams 13, 14 and 15, illustrate this, and the method of playing the gaps from a five-, six- and seven-man line.



## Point Five

Never ignore the threat of a quarterback sneak.

This is a sure gainer, and it can go all the way, if a defensive guard is caught napping. The five-man line is more effective against the sneak be-

(Continued on page 44)





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**America's Leading General Magazine on Sports**

for OCTOBER, 1945

# Why Not Americanize Soccer?

By Ivan Kachelries

**T**HIS devotee of soccer is saddened to see a great game dying out in the United States. Soccer has all the desirable attributes—skill, speed, body contact, stamina, courage and endurance—but its popularity is decreasing because too many persons are trying to Americanize this English game, without providing the requisites for the boy who plays it.

Personal observation and statistics show less spectator interest and a smaller number of younger boys playing year after year. At one time, you could see boys, large and small, kicking and heading balls on the streets throughout Kensington, a hotbed of soccer. But, not today.

There are a number of reasons for this declining interest. Many persons contend that weather conditions are unfavorable, but our winters are no more severe than those on the European continent, where the game is so popular.

**IVAN KACHELRIES**, author of the accompanying article on soccer, is athletic director of the Lighthouse Boys' Club, Philadelphia.

In the United States, however, soccer competes for interest with football, basketball and baseball—rivals that are not matched in any soccer-minded country.

Little interest is displayed in soccer in our junior and senior high schools. Consequently, it is a minor sport in our colleges, a factor which has a definite influence toward keeping interest at a low ebb.

For nineteen years, it has been my good fortune to be associated in an official capacity with the Lighthouse Boys' Club, one of the largest soccer organizations in the world. Each year it becomes more difficult to get a sufficient number of players for our intra-mural leagues. In 1929, we had 300 boys in our leagues. In 1944, we had 150. The intra-mural leagues are for boys under eighteen.

Still another reason for the lack of interest in soccer is the psychology of the American sports followers. American people like to see results and are apathetic toward methods. They do not care, and a majority do not know, how well-drilled players are in the fundamentals and individual techniques of the game, or if plays are well-executed. They want to see scoring!

Fans started swarming to games when basketball rules were changed to speed up the game and to encourage scoring; when a lively ball was introduced and baseball teams started knocking the ball over the fence instead of bunting for one run, and when football was opened up by the forward and lateral pass.

Since soccer must compete with such powerful rivals, it cannot continue in its

anaemic state and expect to grow in popularity. The American boy and the prospective soccer fan must be given the things that interest them most—greater scoring opportunities and a faster, more spectacular game!

A few changes in the rules will do the trick. These changes need not alter the individual techniques of the game. Undoubtedly they would alter the style and method, or system, of team play. A suggestion like this may make me unpopular with some soccer leaders and Old Country die-hards, but it seems better that this country be ostracized for Americanizing soccer rather than let it die.

The changes I propose are:

Retain the corner kick rule, but give the opposing team a free kick on all other out-of-bounds balls from the point where the ball crossed the line—any touch line. This would keep the ball in play more constantly, since it would prevent kicking the ball out of bounds just to get the defending team out of a dangerous situation, or to prevent the offensive team from advancing the ball. It would also put a premium on kicking the ball out of bounds to "kill time."

Permit unlimited substitutions. A player taken from the game for any reason should be permitted to re-enter the game at least once. Any coach can see the ad-

vantages of this. It would afford opportunity to rest a tiring player, give sufficient time to treat injured players, and permit criticizing and instructing players at the time mistakes are made. It is not fair to the spectators or the player to compel a team to play with less than eleven players simply because the few allowed substitutions have been made. Also, players get hurt, necessitating their removal from the game. Spectators go to watch the best game a full team is capable of playing.

Eliminate the off-side rule. This would be a radical change in the present style of play, but it would encourage a wide-open game, necessitating a complete change in playing strategy, both defensively and offensively. There is nothing more disappointing to a spectator, when there is fast action in front of the goal, than to have the referee call an "off side."

Put the ball in play from the six-yard line after each goal is scored. This would eliminate carrying the ball to the middle of the field to resume play. It would make the action more continuous. There is nothing spectacular about the kick-off at center. Center the ball only to start the game and at half time.

Use two referees, placing them in the position of linesmen—officiating from the side lines. This would eliminate unintentional interference on the part of the referee.

Let us make soccer an American game, as thrilling and interesting as any other we play or watch.

## Soccer's Part In Physical Fitness

By E. A. Wilbur

**S**OCCEER seeks a more important position in the physical fitness programs of our schools and colleges. Soccer, as a developmental aid, gained substantial recognition by our armed forces, but unfortunately it is neglected by a vast majority of high schools and colleges.

**ERNEST A. WILBUR** was an instructor in the department of hygiene at the City College of New York when he conducted a test program on the physical fitness value of soccer. He is now a member of the armed forces.

Reason for this neglect of soccer might come from the fact that its contributions to spectator interest are small in comparison to those offered by other sports such as football. It cannot be denied that football has a great many benefits to offer. In my opinion, however, soccer presents

more than football for the "rank and file" in the physical education program.

Participation in soccer offers much along the same line as participation in football. Blocking, aggressiveness, speed, timing, endurance, hand-eye and foot-eye co-ordinations, body co-ordination, agility and control, leg strength or power, and improvement in cardio-vascular efficiency are derived from active participation in soccer.

The danger element in playing soccer is less than in football. In comparison to the time consumed in coaching football, time utilized in coaching soccer is small. The equipment needed to participate in soccer may be no more than the regular gymnasium suit and sneakers. Tournaments and inter-class play may be initiated in physical education classes. Simple equipment and facility in coaching would permit many participants in soccer.

Mr. E. D. Mitchell in his book, "Sports

(Continued on page 49)

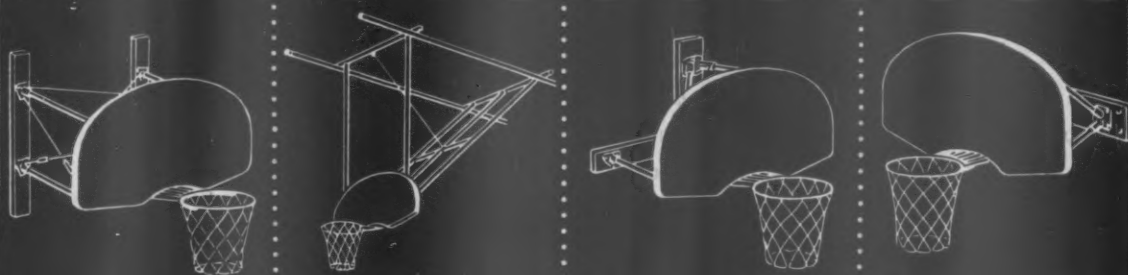
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# Let's Fight Juvenile Delin

The great American program for the encouragement of participation in sports and exercise has as its prime objective nation-wide individual interest and pride in physical fitness.

It is generally recognized that this program can attain this positive objective only through community leadership in organizing programs and providing adequate convenient facilities for sports and games.

We agree with those experienced leaders in the field of public recreation who insist that the promotion of appropriations for the establishment and expansion of such programs and facilities should be based primarily on the positive benefits that individual citizens and the nation as a whole will derive from healthful recreational activities.

There can be little question, however, that because the success of such plans rests wholly upon community initiative, the community organization of a sports program can be directed also toward solution of local juvenile delinquency problems.

## What Is Juvenile Delinquency?

Delinquency in the behavior of individuals is of many kinds, but as the U. S. Department of Labor points out in its Children's Bureau Publication 300, entitled *Understanding Juvenile Delinquency*, "The delinquents who challenge our thinking most are those children who refuse or are unable, for one reason or another, to conform to society's demands."

The answer, the Bureau says is, "They must learn to repress impulses that are socially disapproved . . . They must be taught to behave according to prescribed conventions."

The Children's Bureau shows that the family influence must necessarily be the greatest force in civilizing the child—but the school also can be a potent factor as can other more general community influences, such as recreational facilities and constructive recreational programs.

## The Influence of Sports

On school and public playing fields competent leadership brings youngsters, in the most natural and attrac-

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tive way, under the influence of discipline and diverts their excess energies into character building activities. Along with improved conditions in the home, it has been proven that competitive sports can interest youngsters in developing mental and physical skills, can instill in them the principles of self control, courage, co-operation and fair play.

In large cities, games organized in the streets must often be broken up by police for the sake of the youngsters' safety. Unless other playing fields or playgrounds are conveniently provided, the groups will meet on street corners or in vacant buildings and plan activities that may lead to crime.

Police, judges of juvenile courts and many social workers directly concerned in improving these conditions agree that the provision of adequate facilities for sports and the organization of athletic clubs and programs produce definite results in the control of juvenile delinquency.

### **Every Community Can Help**

This offers an additional incentive for every community to develop local

leadership for immediate participation in the national movement to improve physical fitness in America through improved facilities for sports and recreation. Many American communities have organized Mayor's Committees on Sports and Recreation. All should do so, and all interested community groups should be represented on this committee, including the young people themselves. In the large cities, in addition to the Mayor's Committee, neighborhood committees should be organized.

Surveys of local existing facilities and programs should be made, together with a survey of the needs of the community, and finally a plan of action should be mapped out in regard to expansion of facilities and programs and the supplying of the necessary leadership.

War conditions have intensified our problems in regard to the restlessness of youth and the craving for excitement on the part of teen-agers. Now is the time to act. It is just as important that we provide the opportunities for a worthy use of their free time, as it is to provide the opportunities for instruction in academic learning.

Athletics and Recreation"

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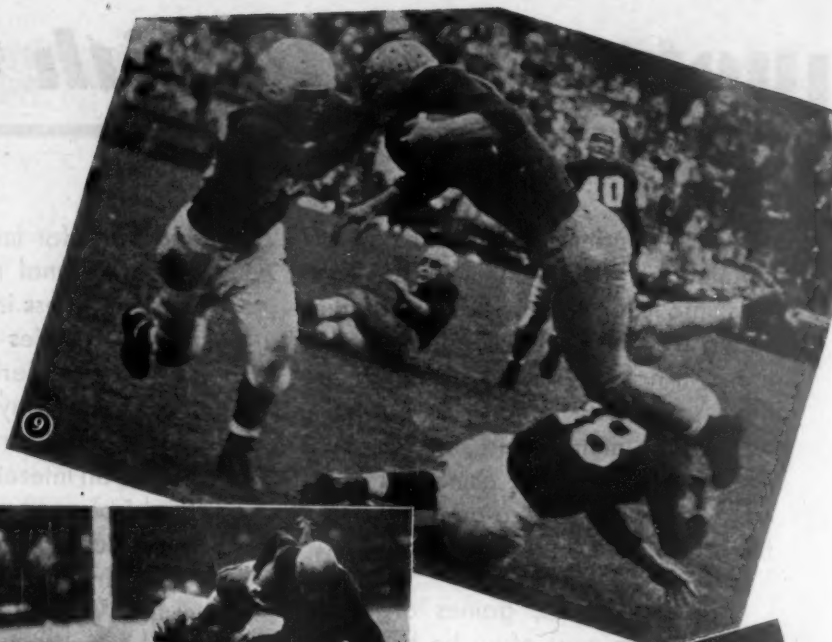


for OCTOBER, 1945

## College Football in Action

(continued from page 9)

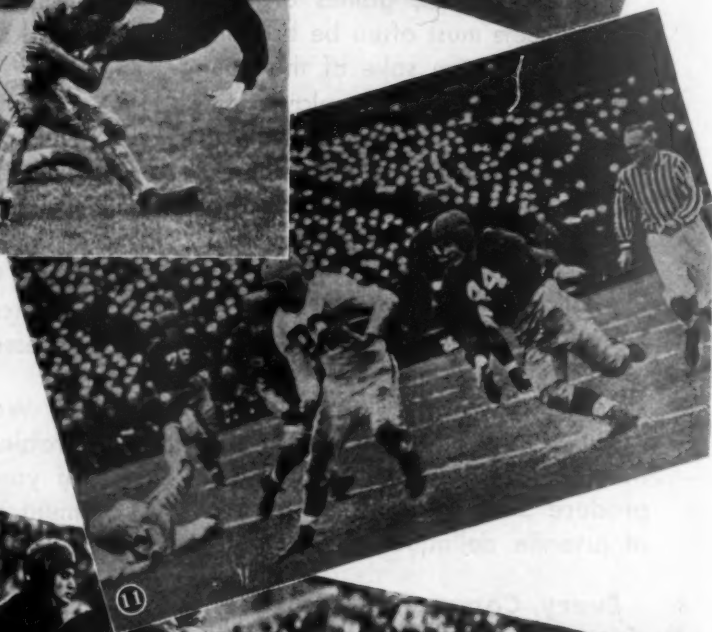
(9) Tommy Zaborac, Illinois right halfback, is stopped in mid-air on the three-yard line by Pittsburgh's left end, Skladany, and halfback, Ralko. The Illini scored on the next play, winning 23-6.



(10) Robert McKinley, Northwestern back, catches Dick Howard, Iowa State fullback, in mid-air after Howard had made a seven-yard gain in the final quarter of the Wildcat-Cyclones game which ended 18-6 in favor of Northwestern.



(11) Wisconsin players, Jerry Thompson (44) left halfback, and Harold Haberman, right end, close in before downing Great Lakes ball carrier. The Badger-Bluejacket game was a scoreless tie.



(12) Bob Kasper, one of forty-three Minnesota Gophers who had a part in defeating the Missouri Tigers 34-0 plunges into the Tigers' line for a first down. The Gophers collected 19 first downs in 78 offensive chances for a total of 360 yards. Five of eight passes were completed, one for a touchdown, accounting for 81 yards. Line crashing power was much in evidence against the ineffectual Tigers.





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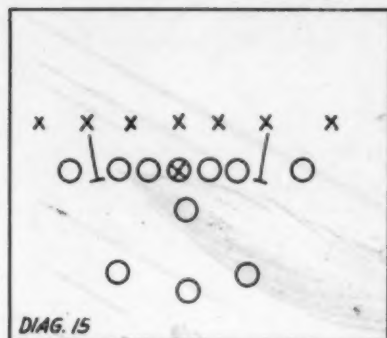
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DALLAS, TEXAS

# Defense Against The T

(Continued from page 36)



cause it places a man directly on the center.

The man playing the offensive center must direct his charge head on, and he may find it an advantage to use a double, long-arm shiver to keep the offensive center away from his body. Charging either side of the offensive center is rather an unsafe policy, as it may lead to a deflecting block and a quarterback sneak.

After setting up in a six-man line, pressure should be applied on the center by a pinching charge of the two defensive guards. A variation of the pinching charge is to assign one man to take care of the quarterback sneak.

## Point Six

In a six-man line, the guards must not expect any help from the back-ups. This line gives much hobbled backer-ups more freedom in protecting the territory from the guards out. This pointer, when put into effect, means that the guards, when directing their charge, must protect the inside territory between themselves. In fact, to emphasize the point more, guards should be instructed to tackle every back entering their territory.

## Point Seven

Defensive men must play their positions and protect the inside territory. This point was covered also in Points Four, Five and Six.

The defense, similar to that of which might be used against any other orthodox formation, must control the inside territory in its forward and initial charge. From tackle to tackle, the defense must be air-tight. Linemen should check everything that goes between them and their inside adjacent teammate. They must remember that fakes, outside of them, and their adjacent linemen will be taken care of

by the outside lineman.

The assignment of the defensive ends is much more complicated. The end is responsible primarily for the inside territory between him and his adjacent tackle. Secondly, he is responsible for the outside territory. The end can cause the T formation more trouble than any other lineman. His third assignment is to block the third man out, on passes on his side, or to keep the receiver "honest" by forcing him deeper.

There is much controversy among leading coaches as to the effect of a waiting line. A waiting line gives the passer too much time, while a charging line is easily deflected with blocks. This would be no argument of defense planning and setting, but would involve personnel. Whether you wait or charge a line depends altogether on the depth of the offensive backs. The depth and force of the charge by lineman varies directly with the increased depth of the backs.

If a coach instructs his lineman to charge, it is good policy to use three backer-ups. This insures good backing against running plays, and it is most effective against the short passes which usually result.

Next, the secondary, and more especially, the backer-up should not commit themselves until they locate the path of the ball.

## Points Eight and Nine

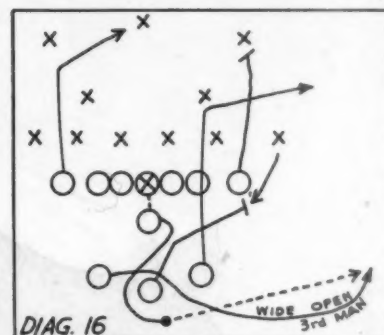
Know when, why and how to use the five-, six-, and seven-man lines. Assign the middle line-backer to the third and fourth man out on either side.

A coach should study the strength and weaknesses of each of the aforementioned points, and he should make shifts, and sacrifice at certain positions, to compensate for these weaknesses. He should know the strength and weaknesses of a set T, and a man-in-motion T, and plan his defense accordingly. Until the man goes in motion, the T has little potent formation to pass from.

Passes would not be such a problem to cope with from a set T, if it were not for the offensive halfbacks crossing over to create a third and fourth man out, and to flood a zone to either side. The two preceding receivers will carry the defense back to a deep zone, and the pass will be completed to the

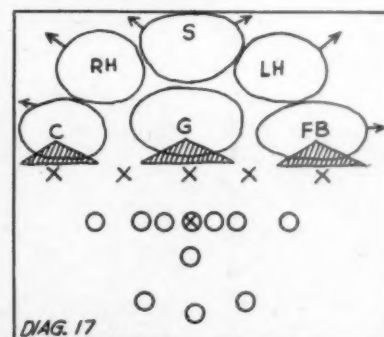
third or fourth man in the short flat zone. In fact, it is not dangerous, in the present-day passing attack, to hit the flats. So, it is this type of pass pattern that we must be ready for.

It would be almost an impossibility to cover the set T pass pattern with a 6-2-2-1 defense, unless a defensive guard were pulled out of the line at the snap of the ball. This is a big assignment for a guard, for the faking backs will hold him in. The left half-back who has crossed over to the right side in a trailer fashion is wide open, as shown in Diagram 16.



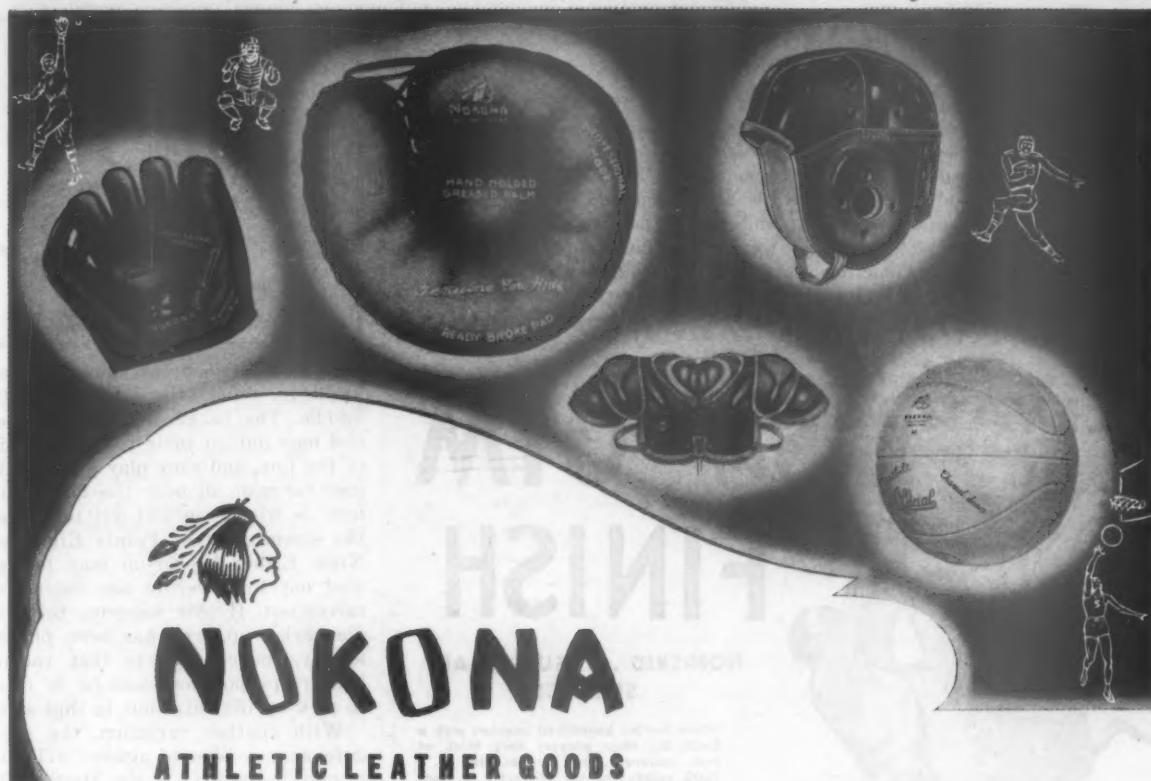
Thus, it is at this stage, we enter upon the necessity of a middle backer-up and henceforth, the second parts of Point Eight and Nine go in effect. This is the key man in our defensive set-up. It would be wise to set up a five-man line, until the man goes in motion. From this, several variations may be derived.

The triangles, shown in Diagram 17, are the territories which each backer-up is responsible for, should a



run develop. The encircled areas are the assigned territories which each defensive back must cover. The arrows, going from the encircled areas, point to the territories which must be covered secondarily by the defensive backs. This same pass defense is used

(Continued on page 46)



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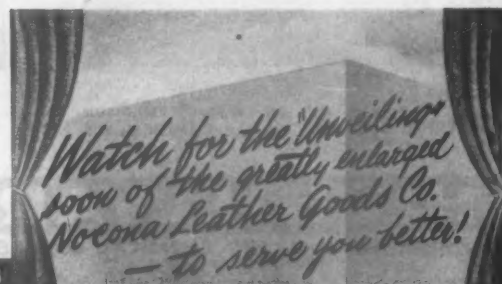
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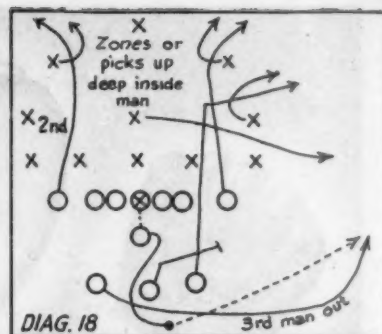
## Defense Against The T (Continued from page 44)

against the double wing-back formation.

After sensing a pass, the backer-ups drop back four or five yards, to protect the encircled areas, and to take the first receiver that goes flat to their side of the field. The middle backer-up covers only the encircled area. Halfbacks cover their encircled areas and take the first man who goes

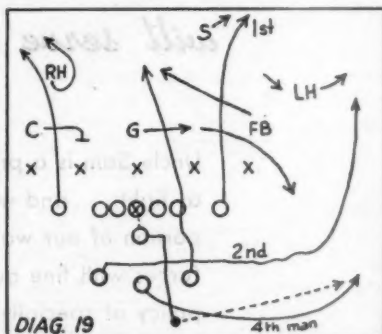
deep to the outside. The safety man plays his encircled area, and he picks up receivers that are crossing into his territory. The safety man takes the loose—the most dangerous man, and plays the ball. This defense is weak against a pass pattern that sends a third and fourth man out.

The defensive halfbacks play the end on their respective sides of the



line, man-for-man, as shown in Diagram 18, unless the end crosses the middle. The backer-ups take the second man out on their respective sides of the line, and they play him strictly man-for-man all over the field. Now, here is where we will put into effect the second part of Points Eight and Nine. Either backer-up may be carried out by covering the second receiver out. If this happens, the middle backer-up, who has been playing loosely, moves over to that vacated backer-up's position, and he is ready to pick up the third out to that side.

With another variation, the above defense may be used against a T with a man-in-motion, as in Diagram 19.



The only difference here is that the defensive right halfback and the safety-man play both ends, man-for man, all over the field. The fullback picks up the third man out, and, in most cases, it will be the offensive right halfback. The middle backer-up moves over to the fullback's position, to pick up the fourth man out.

From the same set-up, the man-in-motion can be covered with an outside backer-up. When this happens, the two other backer-ups should shift to that side in order to balance the defense.

With this type of coverage, the fourth man out will be wide open, as illustrated by Diagram 20. This defense is weak against running power plays and short passes. It is effective against the long type of passes, since it has three defenders in the territory.

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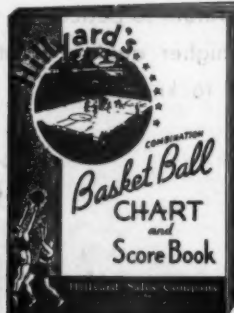


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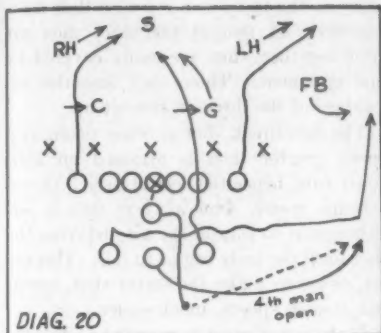
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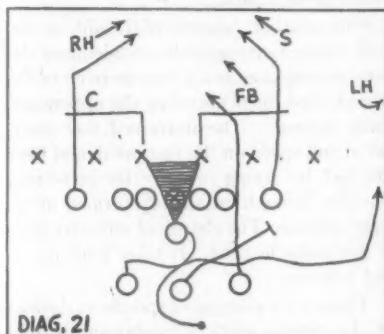
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In the defensive arrangement set up in Diagram 20, it can be seen that the offensive guards have perfect blocking angles on either backer-up.

After setting up in a five-man line for the set T, most coaches go into the six-man line, as the man moves in motion. The defensive left halfback, as illustrated by Diagram 21, moves out



and covers the man-in-motion, man for man. The man-in-motion is considered the second man out. The safety man moves over to take the defensive left halfback's position, and covers the offensive right end. The offensive right end is considered the first man out. The right halfback takes the left end, man for man. The fullback drops back to cover the third man out on his side, man for man. This third man will, in most cases, be the offensive right halfback. The center has the same assignment as the fullback, except he will take the second man out on his side.

If the man-in-motion goes to the left, the assignments are reversed. The dividing line for the backer-ups is from the defensive guard on his respective side. If a receiver goes between the two defensive guards, neither backer-up should be held responsible. It is the guards error in letting the man through. These second and third men out can be slowed down considerably by the defensive lineman.

The single wing-back pass defense may be used against a T which has the

(Continued on page 52)

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## Fundamentals of Basketball

(Continued from page 11)

more congested, hence the passing will need to be more accurate.

In the fast-break pattern, the rebounding fundamental differs in timing, basic posture and exact movements from the usual slow-break rebound. In the former, the long pass down court, immediately after the rebound, requires a particular passing skill. If the team-mate is out in front of his guard, the pass should be a long, looping pass which drops just ahead of the cutter and can be caught without retarding his speed. If this down-court team mate has had to reverse to meet the pass, be-

cause of a close defensive man, the pass should be a straight "peg," high enough so that the receiver can leap in the air to catch it. Both passes require much practice to attain both adequate skill in passing and in receiving.

The judgment factor as to whether to risk the long pass can be trained only by long practice against harrying opposition. Realization by the down-court fast-breakers that they are covered and must reverse to meet the pass is a skill in recognition that takes practice. The preservation of adequate spacing by the three men out

front on the fast break is a skill that takes practice. If two of the three men are close together, they are easily covered by one opponent. Thus, they lose the advantage of the three-on-two set-up.

The fast-break shot is often taken at a speed greater than is attained on half-court cuts, hence the special drill. At this extreme speed, some players find it advantageous to leap in the air, delaying the shot until the body begins to fall. This delay seems to make the softer shot, essential at such speeds, much easier.

If the coach want to permit one-handed jump shots at medium range on the fast break, he will have to hold a great deal of practice on this type of shot. The dribble of the fast-breaker, who is out in front of the defensive men, is at full speed. The ball will need to be bounced farther in front of the dribbler, or his feet will catch up with the ball and kick it. In other words, the dribble fundamental differs in this type of attack.

Still another fundamental skill of the fast break is recognition of adequate defensive checking and a change-over to the attack used for penetrating the opponents' basic defense. The untrained boy starts off at full speed on the fast break and loses the ball by trying to drive his fast-break pattern through an already formed opponent defense. The change of offensive pace is not easily learned. It takes long, exacting practice.

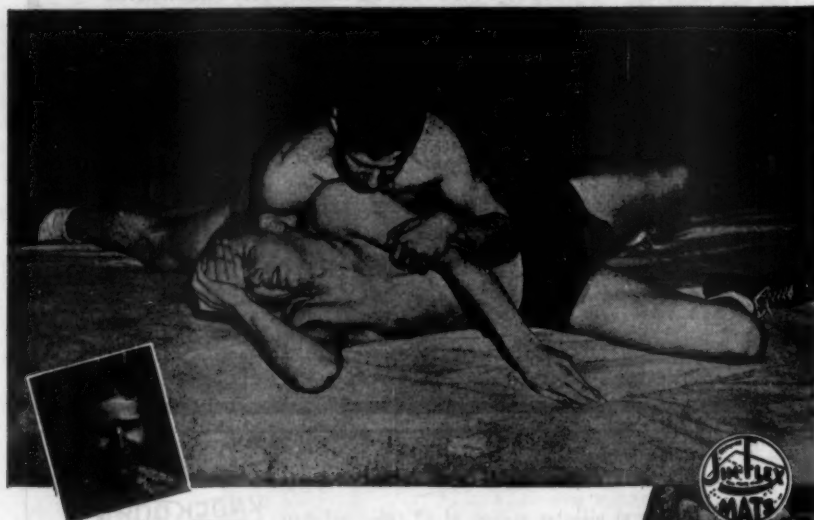
These few examples of specific variations in the general units of fundamentals indicate the necessity for the coach to plan his offense, then drill in the fundamentals of which it is composed. Fundamentals are not general skills equally adaptable to any style of basketball. They are specific to the pattern of play. The coach may give a wide variety of drills and develop, to some degree, many phases of fundamentals, or he may give drills on the phases of fundamentals which fit his offensive plans. The latter plan develops higher levels in the skills which his boys will use.

### Miss Being Hit

(continued from page 26)

Right", "Ready?", "Begin", "One" (Slip to the right), "Two" (Duck down), and "Three" (Come up). Drills to the left should be alternated, with no hesitation in calling out numbers.

The duck is an important, though often incorrectly performed, defensive move. To accomplish it correctly, a boxer, for example, in trying to avoid a left jab should bend forward quickly to his waist, lower his neck, yet keep his head up and his eyes on the chin of his opponent. The commands are: "Ready for the duck?", "Begin", "One" (down), "Two" (up).



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## Soccer's Part In Physical Fitness

(Continued from page 38)

for Recreation," describes the value of soccer:

"The values inherent in the game of soccer are such as to recommend it strongly for a conspicuous place in the school program. It has, in a large measure, that primary requirement for a successful game—interest to the player. It is simple enough so that novices may enjoy it the first time they play it—the fundamental movements are such that the beginner finds himself equipped to play the game with satisfaction the first time he undertakes it. Skill comes easily and quickly.

"The game is replete with running, jumping, chasing and dodging. The emotional thrills gained from kicking the ball, blocking and outwitting opponents add to the appeal. Tense situations and exciting moments are many in number."

In an effort to determine how much soccer contributes toward physical fitness, an experiment was conducted at the City College of New York during a recent spring semester. Forty-eight freshmen were chosen at random from one of the regular hygiene classes. Each boy was tested to determine initial physical fitness. Each individual was again tested at the conclusion of the experiment to note the total per cent improvement in physical fitness and the per cent improvement in each of the elements making up the tests.

The tests consisted of:

Arm and shoulder-girdle strength, measured by the number of "chins" on the horizontal bar, and the number of "dips" on the parallel bars.

Arm and shoulder-girdle co-ordination, measured by the jump and reach test.

Quarter-mile run, as an index of endurance or sustained effort.

Body co-ordination, agility and control, measured by the bar snap for distance.

Speed and drive of the legs, measured by the dodging run.

It was assumed at the inception of the experiment that certain elements in the tests to measure physical fitness would have little or no improvement, since soccer has little effect on arm and shoulder development.

The methods involved in conducting the experiment followed a simple pattern. The first meeting for participants in the soccer group was consumed in demonstrating simple techniques of the game, in practicing these fundamentals, and, finally, in explaining some of the elementary rules.

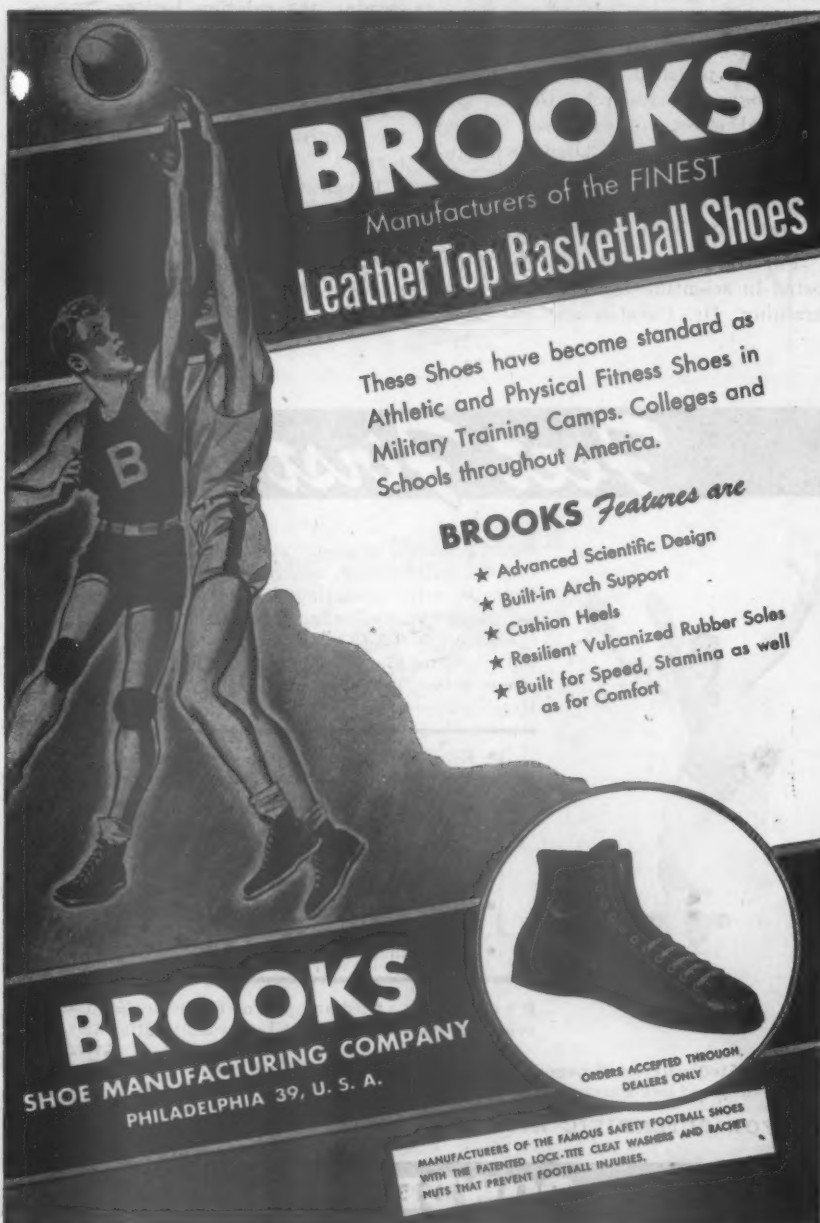
The second meeting was devoted to review, and to division of the class into four eleven-men teams. By this time, the subjects had a working knowledge of heading, shooting, passing, and dribbling. The rules set forth pertained only to touching the

ball, out-of-bounds plays and scoring. Technical rules of a more advanced nature were avoided. Minor infractions were not penalized.

At the conclusion of the experiment, the physical fitness of the group, as a whole, improved 12.24 per cent. A check of each of the elements underlying physical fitness disclosed that certain elements improved very little or not at all. This factor, however, was expected. Arm and shoulder-girdle co-ordination improved 1.3 per cent. Arm and shoulder-girdle strength im-

proved 3.7 per cent. Leg and jumping strength increased 25.2 per cent. Speed and drive of the legs increased 10.7 per cent. Body co-ordination, ability and control increased 12.9 per cent. Endurance improved 8.3 per cent, and strength or power of the legs increased 14.6 per cent.

Apparently, soccer contributes substantially to physical fitness. Incorporated into a program employing apparatus and tumbling, or some other activity, it might yield even greater gains. Thus, soccer, as an activity, deserves a much more important position in physical education programs than it is now accorded.



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## DATA ON ILLINOIS' FITNESS EXPERIMENTS

**S**CIENCE is winning another round in the age-old battle of knowledge versus strength, if advances in a new program of physical education in the University of Illinois are any criteria.

Results gained in the program, inaugurated three years ago, indicate that the successful athletic coach and physical education teacher of the future will be relatively more skilled in physio-therapy and preventive medicine and will be more fully concerned with the scientific basis of physical fitness work.

Dr. T. K. Cureton, associate professor of physical education, directs the program of research into the physiological effects of exercise. Several hundred adults, and 3,000 men students at the University of Illinois, ranging from eighteen to sixty years of age, have been studied and tested.

For the guidance of persons interested in scientific aspects of physical training, Dr. Cureton and his asso-

ciates have just published a 300-page research report, "Endurance of Young Men," giving the results of the study in which the 3,000 students participated. The study represents the first attempt made anywhere to analyze statistically a group of endurance exercises.

Studies at the University have resulted in the selection of 28 exercises by which an individual's motor fitness may be determined. The studies have shown, according to Dr. Cureton, that there is yet much to be learned concerning the relation between muscular training and such aspects of the inner physiology of the body as blood chemistry, the ability to "get one's second wind," and the efficiency of the respiratory and circulatory systems.

Physical development, which Dr. Cureton calls "Motor Fitness," does not consist alone in optimum muscular development, he contends. Fitness includes not only strength and power, but also of such qualities as agility,

balance, flexibility, and importantly, endurance.

Many persons, Dr. Cureton points out, though they may have muscular strength, meet crippling accidents by slipping on rugs, falling in bathtubs, and bumping into moving machinery because they lack balance, flexibility and agility; because they lack development of the "Kinesthetic sense"—that sense by which the diver and the airplane pilot know when they are "right side up"; which tells a sensitive blind person when there is an obstacle in his path; which tells the woodsman when he is facing north, or tells the underwater swimmer when he is near the surface.

Many persons, though possibly reasonably strong, suffer chronic fatigue because they lack endurance. This is particularly true of persons in sedentary occupations—clerks and office workers—and their lack of stamina tends to impair their efficiency and productive capacity.

Dr. Cureton believes that programs of physical training in schools, colleges, and public recreational activities in the past generally have had some serious shortcomings.

One type of program has tended to select individuals gifted with well-developed physiques, and to develop their skill and strength for exhibition purposes. Such programs, he points out, have tended to benefit a restricted number.

Another type of program has sought to confer general benefits, administering carefully selected exercises according to the need based upon a series of physical fitness tests.

Believing that physical education directors should know more about the findings of scientific experimentation in fields related to physical training, Dr. Cureton three years ago, with the backing of the University's School of Physical Education, developed the school's laboratory in which graduate students are making researches into such questions as reduction of adipose fat, the value of ultra-violet radiation in cardio-vascular and motor fitness, effects of exercise on the heart, types of exercises most conducive to motor fitness in middle age, effects of weight-lifting exercises, physical fitness screen tests for medical inspections, and others.

The studies by the graduate students have a three-fold purpose. One is a scientific investigation of the things that cause people to deteriorate physically in middle age. Another is to give all students in the

(Continued on page 54)

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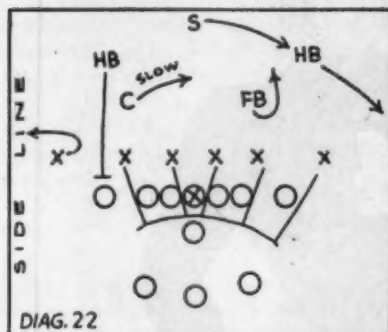
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## Defense Against The T

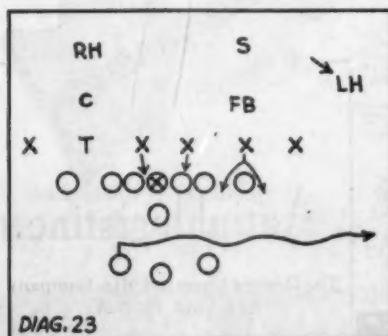
(continued from page 47)

ball on the "hash" line, as in Diagram 22. The defensive left halfback moves over to take the first man that goes flat, and, if no man has gone flat, the



left halfback picks up the third man out and stays with him. The fullback drops back to take the first man deep. He stays with this man unless he cuts shallow, and, in that case, he will belong to the center. The safety moves over to the left halfback's position, to take the second man out, man-for-man. The fullback and safety man should have the option of exchanging assignments. The offensive right halfback plays the offensive left end, man-for-man. The center crosses slowly over the middle area, to pick up anything that cuts shallow over center from either side. The right end drifts and zones the flat. The same assignment holds true if there is a man-in-motion moving away from the "hash" line.

The professionals, in using the six-man line against the T, set their defensive tackles inside the offensive ends, until the man goes in motion, and then shift the strong-side guard over one-half peg, and the tackle one whole peg to the strong side. They end up in the positions indicated in Diagram 23.



A 6-3-2 defense has proved itself against the T formation. This defense is difficult to run against, and fairly strong, as a means of stopping a passing attack. It takes two fast, smart halfbacks to stop the deep passes. The man-in-motion may be covered with either a backer-up or an end.

Against a set T, the defensive assignment for a 6-3-2 are:

The defensive halfbacks play the ends, man-for-man. The fullback and center pick up the second man out on their side. The middle backer-up picks up the third man out on either side.

If a man goes in motion, and he is covered by the outside backer-up, the defensive assignments are the same as those for a 6-2-2-1 defense.

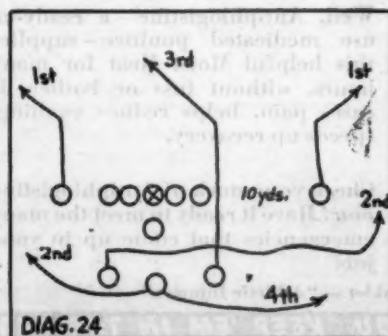
If a man-in-motion is covered by an end, the defensive assignments are the same as those used by a five-man line, with the man-in-motion being taken care of by the left halfback, and a move made by the safety man to take care of the left halfback's position.

Much success has been obtained by getting up in a five-man line, and, as the man goes in motion, smash a back-up thereby making the situation a six-man line. If the man-in-motion is covered by a halfback, the defensive assignment would be the same as for a 6-2-2-1. As a precaution, especially with young material, it is best to smash the middle backer-up.

### Point Ten

A coach must take nothing for granted. He must be ready for all T formation variations, especially that of a spread T.

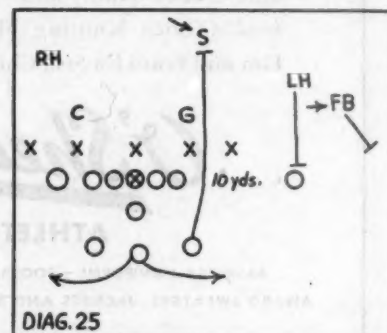
The coach should diagram a spread, and explain each boy's assignment. This will be easier for the boys to grasp, if the coach explains the number one, two, three, and four men out as pass receivers on the strong side. It will be seen from Diagram 24



that the coverage is the same as that for the coverage for the standard T.

The defensive left halfback moves out to cover with the right end, man-for-man. The fullback takes the first man that goes in motion to his side. The safety moves up to take the third man out. Usually, this man will be the offensive right halfback. The guard or middle backer-up should be given an option of moving over to the strong-side, backer-ups' vacated position, and picking up the fourth man out, or smashing.

If he smashes, there will not be a fourth man out, since he would be retained as a blocker. The center moves in a little, and he picks up the second man out on his side. This can be used



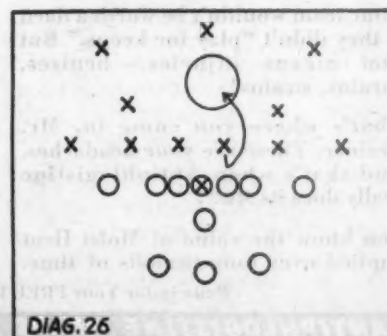
from a six-man line. In fact, it is, as can be seen in Diagram 25, a six-man line, after the middle backer-up smashes.

Here are some defenses which have been used with a certain amount of success against the T formation:

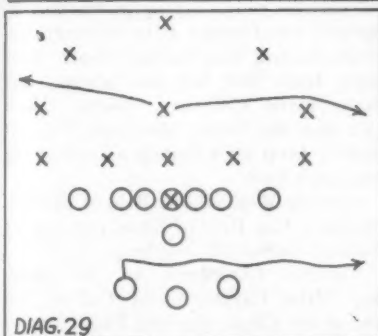
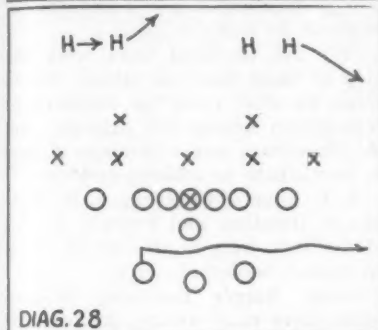
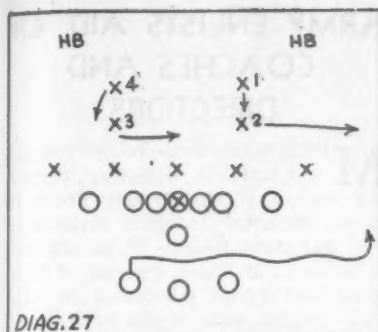
A defense with a strong-side guard pulling back on pass defense, as in Diagram 26. Either 1 or 2 take the man in motion, and then, as the ball is snapped, 1, 3, and 4, charge to protect the designated territories shown by arrows. Number 3 and 4 should have the option of reversing their assignments as in Diagram 27.

The outside halfback takes the man-in-motion, and the others revolve as indicated in Diagram 28.

Several coaches in the South and



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Southwest area used the set-up shown in Diagram 29. Assigning the middle backer-up to the man-in-motion simplifies the other defensive assignments of the backs, since they operate as they would from a 6-2-2-1 pass and run coverage. If used continually, its strength of simplification will be overcome by the T formation strategy. Such coverage is really a stronger point for the offense. However, if this is used in combination with other defenses, it is very effective.

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## Data on Illinois Fitness Experiments

(Continued from page 50)

University a program of physical training which will help them to keep fit not only while in school, but in after life. A third is to train graduate students as physical directors who may serve in schools, Y.M.C.A.'s, industries or in public recreation programs, helping Americans everywhere to fight off the weaknesses by which people living in a machine age are plagued. Studies are under way to show the specific effects of various sports on physical fitness.

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## ARMY ENLISTS AID OF COACHES AND DIRECTORS

**M**ORE than a dozen college coaches and athletic directors formed the nucleus of an advisory group to assist the army's athletic division in the European theatre of occupation.

Major L. M. Reiss, director of technical and service schools of the athletic division, praised the work of the college mentors. Upon their arrival in Paris, he said:

"We are confident that, with the help of these men and others still to come, we shall raise the standard of competition among our athletes, and also encourage larger numbers of men to participate in athletic endeavor."

A. F. Rupp of Kentucky, J. W. Hutton of Hamline, and Forrest B. Cox of Colorado were in the initial group to conduct basketball clinics.

Coach Rupp's Kentucky Wildcat teams have rated among the best for the past ten years, capturing the Southeastern Conference title at least five times during that period. Coach Hutton's team lost but two games last year, while Colorado, under Coach Cox won the Rocky Mountain Conference to keep its standing as one of the country's best.

Coaches Wendell Manfield of Springfield and Ray Ride of Case, got service football teams off to a good start.

Thomas Campagna of Maryland, and Mike Carpenter of Culver, assisted by Capt. Newton Cox, former Southern Conference middleweight champion, handled the boxing clinics.

Athletic directors, George White of New Mexico, Carl Dellmuth of Swarthmore, and Donald Minnegon of Maryland State Teachers College, were on hand to assist in setting up the mass participation sports program, termed by the army as, "the largest athletic venture of all times."

## Indiana Basketball Coaching School Notes

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# The T-Positions, Techniques and Defense

(Continued from page 7)

want three or four men going at the throat of the passer on every down.

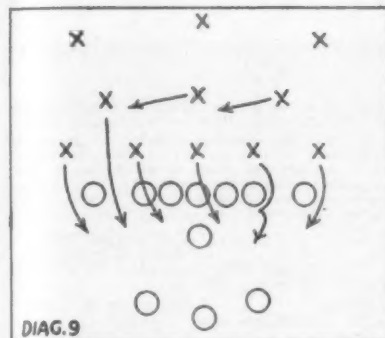
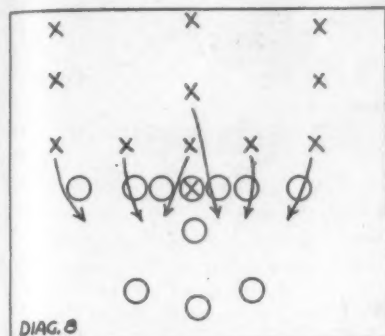
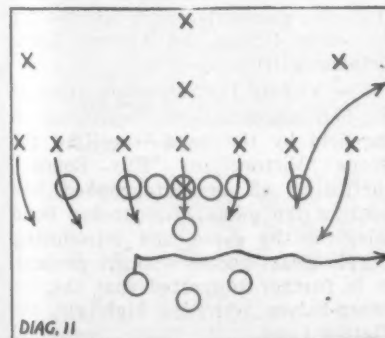
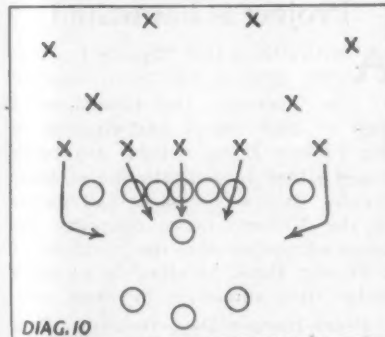
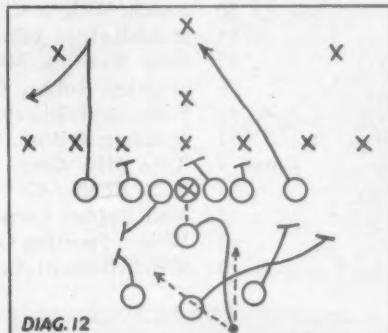


Diagram 10 illustrates a five-two-two defense. Diagram 11 shows the de-



fense Tennessee used against our T formation.

It is a very difficult task to stop a passing attack with three men deep. A pass which we feel won four ball games for us last year is illustrated by Diagram 12.



It is important that the defense against the T formation have depth instead of width. A coach who tries to stop first downs in playing against the T formation will lose the ball game more often than not.

It is especially important to cover passes. After studying twenty-seven ball games which were won by margins of 7 points, I found the following:

Seventy-four per cent were won by the passing game, eighteen per cent by the kicking game, four per cent by flukes and four per cent by the running game.

Thus, if we are to win our close ball games, we must have at least three or possibly four men deep to defend against passes. I have never seen a seven-man line used successfully against a T formation. It is very effective against a running game, but it is no good against passes. If a seven-man defense is used against a T, the tackles or the guards should be used in the pass defense, but never the defensive ends. Sometimes I use an eight-man line when the opponents are inside my five-yard line.

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### Urges Continuance of Editorial Policy

**W**RITING from Hollywood, Calif., where he is chairman of the California Veterans of Foreign Wars rehabilitation committee, Dr. John F. Fahey urges that the *Athletic Journal* continue its editorial policy to encourage an all-out physical fitness program for this country.

Dr. Fahey said in part:

*"I have read with interest your recent editorials. They are indeed 'eye-openers,' especially the September editorial which pointed out the low percentage of men found physically able for military duty.*

*"I am for your program a hundred per cent. I think there is a big opportunity for a unified athletic program. The quicker we get competitive and developmental programs for all ages, the better it will be for our parent—not youth—our juvenile 'parent' delinquency. I think that the parents lack of interest in youth activities is the sad cause of our worldly trouble.*

*"Keep up the good work. I hope your ideas will grow into 'concrete' athletic quarters."*

Dr. Fahey, formerly an athletic trainer at Del Monte, Calif., is a motivating force in his organization's program of rehabilitation. We believe that he will favor, also, the October editorial, "Memorials That Live."—The Editor.

#### STATEMENT OF THE OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACTS OF CONGRESS OF AUGUST 24, 1912, AND MARCH 3, 1933

Of The Athletic Journal, published monthly except July and August, at Chicago, for October, 1945.

STATE OF ILLINOIS }  
COUNTY OF COOK }

Before me, a Notary Public in and for the State and county aforesaid, personally appeared, K. J. Griffith, who, having been duly sworn according to law, deposes and says that she is the publisher of The Athletic Journal, and that the following is, to the best of her knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, as amended by the Act of March 3, 1933, embodied in section 537, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor and business managers are: Publisher, K. J. Griffith, 6858 Glenwood Ave., Chicago. Editor, Frank M. Richardson, 6858 Glenwood Ave., Chicago. Business Manager, K. J. Griffith, 6858 Glenwood Ave., Chicago.

2. That the owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding one per cent or more of the total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member, must be given.) John L. Griffith, 6858 Glenwood Ave., Chicago.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.) None.

4. That the two paragraphs next above, giving the names of the owners stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any in-

terest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the twelve months preceding the date shown above is..... (This information is required from daily publications only.)

K. J. GRIFFITH  
(Signature of publisher.)

Sworn to and subscribed before me this 29th day of September, 1945.

(SEAL) MARGARET M. ARNE  
(My commission expires August 12, 1948)

### "Sports For Victory" Project is Launched

**A**NATION-WIDE "Sports for Victory" project has been launched by the Treasury Department as a part of high school participation in the Victory Loan. Schools are being urged either to dedicate one of their regular football or basketball games to the Victory Loan, charging the usual admission plus the purchase of a Victory Bond, or schedule an extra game, with admission by Bond only.

Pearl Harbor Day, December 7 is the ideal date for Victory Loan games. However, games may be scheduled for any date during the Victory Loan, October 29-December 8.

The Victory Loan demonstration at the half might include formations on the field by the band—spelling the words "Victory" or "Buy Bonds;" auctioning off an autographed ball used in the game; announcing bond sales for the game, and introducing Purple Heart heroes who are present. It is further suggested that the between-halves activities highlight the Victory Loan.

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